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ABSTRACT

This annotated bibliography and resource guide is intended to familiarize administrators, educators, service providers, parents, and others with resources and services available to assist in the transition of students with disabilities into postsecondary education and the world of work. The first part lists 236 references published from 1985 through 1991. Citations include brief abstracts and are listed alphabetically by author within the following categories: assessment and evaluation, career guidance and counseling, community involvement, curriculum and instruction, educational placement, employment placement, general aspects of transition, interagency coordination, legislation and policy statements, parental support and information, personnel development, and school-to-work transition. The second part lists resources grouped into the following categories: agencies, associations, and organizations; national clearinghouses; computer-based information networks; databases; journals; newsletters; and toll free telephone numbers of organizations, resources, and information sources. A brief description is provided for each resource. (DB)

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TRANSITION: the IDEA days

TRANSITION RESOURCES: A Guide for Everyone

Monograph Number 1994 - I 1

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Transition Resources: A Guide for Everyone

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Transition Resources:
A Guide for Everyone

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Preface

The purpose of this guide, *Transition Resources: A Guide for Everyone*, is to familiarize administrators, educators, service providers, parents, and anyone else interested in transition with some of the resources and services available.

This guide is part of a series of guides to be disseminated through the **Transition: The IDEA Way** project. This series includes:

- Transition: The IDEA Way Implementation Guide
- Transition from School to Adult Living for Students with Disabilities: We Take the Time video
- Video Study Guide
- Transition Resources: A Guide for Everyone
- Parent's Guide to Transition Services
- Student's Guide to Transition Services
- Transition the IDEA Way Poster
- Promising Practices in Transition.

How To Use This Guide

This guide is divided into two parts. Part A contains an annotated bibliography of resources currently available in the area of transition. Part B contains resources available such as agencies, associations, and organizations, clearinghouses, journals, newsletters, and toll-free telephone numbers of organizations and resources.

Part B is self-explanatory. Go to the table of contents and find the area in which you desire more information - for example "Journals." Then go to the page number 28, and there you will find the resources and a brief explanation of that resource.

Part A

Annotated Bibliography on Books, Chapters, and Monographs

Assessment and Evaluation

ASSESSMENT AND EVALUATION

001 - Albright, L., & Cobb, R. B. (1988). **Assessment of students with handicaps in vocational education: A curriculum-based approach**. Alexandria, VA: American Vocational Association.

This is a training system that is designed to be used in both preservice and in-service settings. This includes a comprehensive Trainer's Manual and seven training modules. The modules are:

- Establishing a Curriculum-Based Vocational Assessment Process
- Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics
- Placing Students in Vocational Education Programs
- Planning a Student's Vocational Education Program
- Monitoring a Student's Progress in the Vocational Education Program
- Planning Transitional Services
- Evaluation the Curriculum-Based Vocational Assessment

The modules focus on the various assessment stages and purposes that dictate what type of assessment activity to conduct, when it should be done, and by whom.

002 - Axelrod, V. M., McKinney, F. L., & Parks, M. A. (1987). **Guidelines for evaluation of secondary vocational education programs for special populations.** Columbus, OH: The Ohio State University.

This document is geared for vocational education evaluators and national, state, and local education personnel concerned with program evaluation, specifically ways to improve secondary vocational programs for persons with disabilities. The authors give some overall guidelines for evaluating secondary vocational education programs and provide recommendations, based on a review of the literature and input from secondary evaluators.

003 - Bullis, M., & Gaylord-Ross, R. (1990). **Moving on: Transition for youth with behavioral disorders.** Reston, VA: Council for Exceptional Children.

The authors describe vocational assessment that can help determine the skills needed in the workplace.

004 - Dalke, C. L. (1991). **Support programs in higher education for students with disabilities: Access for all**. Frederick, MD: Aspen Publishing Inc.

The authors describe how to set up a practical postsecondary support program for students with disabilities. This book can serve as an excellent guide on how to plan, develop, implement, and evaluate programs.

005 - DeStefano, L., Linn, R., & Markward, M. (1987). **Review of student assessment instruments and practices in use in secondary/transition projects** (revised). Champaign: University of Illinois, Secondary Transition Intervention Effective Institute.

This research study was conducted to determine the use of instrumentation and practices of assessment in programs focusing on secondary transition of students with special needs from school to work or a post secondary school setting. The study was also used to determine specific areas where the current practice was not able to meet the changing needs of a transition service. The study concluded that many different student assessment apparatus were used for initial placement, assessment for program planning, ongoing monitoring or assessment of the student, and program outcomes.

006 - Flanagan, M. (1987). **Career assessment instrument resource guide: A manual for assessing vocational special needs students.** Columbia: University of Missouri-Columbia, Missouri LINC.

This curriculum guide reviews over 175 instruments used in assessing the academic, daily living, personal-social, and occupational skills of students with special needs. This guide was written to assist counselors, teachers, vocational instructors, and other specialists as they move students from school to work or an appropriate postsecondary setting.

007 - Fry, R. (1988) **Third national forum on issues in vocational assessment: The issues papers.** Menomonie: University of Wisconsin-Stout, Material Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This issue contains forty-eight papers that were presented at the Third National Forum on Issues in Vocational Assessment. Issues discussed include professional identity and training, product utility, evolution of vocational evaluation, vocational evaluation and law,

computer usage, vocational evaluation systems, marketing, hand rehabilitation, work hardening--physical capacities, research, creative applications, and transition applications.

008 - Fry, R. R., & Botterbusch, K. F. (Eds.). (1988). **VEWAA glossary--1988.** Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

Vocational Evaluation and Work Adjustment Association (VEWAA) have developed a glossary of 178 terms and their definitions as they relate to vocational education. All glossaries were developed through the cooperative efforts between members of the Vocational Evaluation and Work Adjustment Association and the staff of the Materials Development Center.

009 - Hursh, N. C., & Kerns, A. F. (1988). **Implementing vocational evaluation in special education.** Boston, MA: Little, Brown & Co.

The authors discuss how vocational evaluation may be utilized effectively by educators and vocational rehabilitation professionals working with students with disabilities. The focus of this book is on relevant skills, career-oriented educational activities, promoting effective transition from school to work, and maximizing vocational potential needed to combine the needs of students with the work field.

010 - Illinois State Board of Education. (1988). **Vocational assessment of secondary special needs students.** Springfield, IL: Department of Adult, Vocational and Technical Education.

This manual provides information concerning vocational assessment of secondary students with special needs. It was designed to assist educators in making appropriate programming decisions for students with disabilities, and identifying their abilities, interests and specific needs. Some of the sections cover vocational assessment with relation to the Carl Perkins Act, parent or guardian notification and consent guidelines, student identification, questions and answers, assessment collection information, general guidelines for instrument selection and the testing of special populations, and sample reporting forms. The authors have included the names and addresses of publishers of vocational assessment instruments.

011 - Kapes, J. T., Parrish, L. H., Vansickle, T. R., & Vansickle, K. J. (1987). **Vocational assessment handbook.** Austin, TX: The University of Texas at Austin, Extension Instruction and Materials Center.

In this handbook the authors provide resources in correlation with the Carl Perkins Act and student assessment. The authors discuss the need to include the student in the evaluation process. An IBM compatible program is included to perform statistical analysis required for vocational assessment.

012 - Kavale, K. A., Forness, S. R., & Bender, M. (1987). **Handbook of learning disabilities. Volume I: Dimensions and diagnosis.** Waltham, MA: Little, Brown & Co.

In Volume I, the authors define learning disabilities and discuss ways to determine how an individual should be classified. The authors have provided a comprehensive overview of the problems and characteristics related with individuals with learning disabilities. They also discuss the methods used in determining the presence or absence of a learning disability in a student.

013 - McLoughlin, J. A., Lewis, R. B. (1990). **Assessing special students: Strategies and procedures** (3rd ed.) Columbus, OH: Merrill Publishing Co.

This text was designed to assist professionals in helping students prepare for the various phases of assessment and the authors encourage students to take advantage of all assessment tools. Chapters cover introductions to assessment, correct assessment procedures, strategies to apply assessment results to the academic setting, and vocational career assessment for postsecondary settings.

014 - North Carolina Department of Public Instruction. (1988). **Vocational assessment training manual.** Raleigh, NC: Division of Vocational Education.

This manual was designed to provide professionals with the basic entry skills necessary to develop programs and assess students under the Carl Perkins Act. This manual is designed for an inexperienced evaluator who wants to learn the basic process of vocational assessment.

015 - Norton, R. E., & Lankard, B. A. (1990). **Providing student vocational assessment services: An administrator's guide**. Athens, GA: American Association for Vocational Instructional Materials.

The authors provide a comprehensive overview of the vocational assessment process and describe key programs and instruments to assist administrators in this process. The authors address who is eligible for transition services, why they are necessary, and when and why services are offered.

016 - Peterson, M. (1988). **Vocational assessment of special needs students for vocational education: A state of the art review.** (Information Series No. 327). Columbus, OH: The Ohio State University.

This paper clarifies issues on assessment of students with special needs, as well as the disadvantaged students, students with limited-English proficient, the incarcerated, the elderly, and veterans.

017 - Rothenbacher, C., & Leconte, P. (1990). **Vocational assessment: A guide for parents and professionals** (NICHCY Transition Summary No. 9). Washington, DC: National Information Center for Children and Youth with Disabilities.

The authors define vocational assessment, describe the various forms of assessment, and discuss the importance of vocational assessment as a part of the educational process. Topics covered provide suggestions for parents, roles professionals need to play and how adolescents can benefit from the transition process.

018 - Stowitschek, J. J., & Salzberg, C. L. (1987). **Job success for handicapped youth: A social protocol curriculum.** Reston, VA: The Council for Exceptional Children.

This social protocol provides suggestions on how to assess the social vocational skills of students in the transition from school to work. CEC has provided guidelines for school-based and employment-based training.

019 - Swisher, J. (1988). **Practical arts evaluation system.** Shawnee, KS: Life Productions.

The purpose of this document is to provide students with special needs in secondary school the opportunity to explore the skills used in practical arts classes, vocational skills, and employment. One hundred forty activities are included to evaluate the basic skills needed in business, home economics, and industrial arts. The authors have included three evaluation handbooks, twenty-four Instructor's Manuals, two tool identification manuals, and one classroom procedure manual.

020 - Trapani, C. (1990). **Transition goals for adolescents with learning disabilities.** Waltham, MA: College Hill Press.

The author discusses assessment, especially the team approach to evaluation and diagnosis. The focus of this book is on the importance of psychological, social, and emotional data during the assessment process. Chapters include secondary school curriculum, transition programs, social competence, social skills training, and family issues.

Career Guidance
And
Counseling

CAREER GUIDANCE AND COUNSELING

021 - Anderson, L. (1988). **Model curriculum emphasizing transition: A curriculum planning guide for students with mild disabilities.** Sacramento, CA: Resources in Special Education.

This curriculum guide is designed to be used with students with mild disabilities in preschool through twelfth grade. The purpose of this guide is to empower teachers, parents, and students to meet and overcome obstacles and opportunities that will facilitate successful transition from school to work. Available in written form or on a disc, the author provides a definition of transition and an extensive list of goals and objectives in transition.

022 - Balser, R. M., Gushee, K. L., & Harvey, B. M. (1990). **Putting youth with disabilities to work: A teacher's guide to career exploration partnerships.** Portland, ME: Maine Medical Center, Department of Rehabilitation Medicine, Hospital Industries Program.

This guide was written for students in a special education program; however students of all levels and abilities would benefit from this guide. It was designed for high school students to encourage and guide them into community involvement.

Sample lessons and activities on the following topics are included:

- introduction to the working world
- self assessment of skill levels
- information gathering,
- getting and keeping a job.

023 - Baumgart, D. (1990). **Career education: A curriculum manual for students with handicaps**. Frederick, MD: Aspen Publishers.

This book is divided into two sections, the first dealing with Career Exploration and the second with curriculum for the worksites. Section one, "Career Exploration," provides information to high school students about careers. Activities, inventories, and exercises are provided to simulate work experiences. Section two, "Curriculum," is designed for the students to use once they have been placed in a worksite. In this section, forms, materials, and activities are used to enable and assist the instructor in monitoring the progress of the student.

024 - Biller, E. F. (1987). **Career decision making for adolescents and young adults with learning disabilities.** Springfield, IL: Charles C. Thomas.

The focus of this book is to prepare youth and young adults with learning disabilities the skills needed to enter adult occupational life. The author presents a theoretical research foundation as well as the practices necessary to establish an appropriate model for understanding and assisting these individuals in making qualitative career decisions.

The book is divided into three parts. The first part discusses theory; it reviews major theories of career development. The second section discusses research and contains sixteen follow-up studies in educational and occupational attainment of adults with learning disabilities. The last section contains an overview of practice. The author assesses decision making styles and skills and details appropriate steps necessary for career decision making.

025 - Biller, E. F. (1988). **Understanding adolescents and young adults with learning disabilities: A focus on employability and career placement**. Springfield, IL: Charles C. Thomas.

The focus of this book is to present information relevant to employability of older adolescents and adults with learning disabilities. The author describes the similarities and differences between the concepts of learning disabilities and minimal brain dysfunction and their origins and parallels.

The author describes how learning disabilities made the transition from an educational to a medical handicap and became a disability condition serviceable by the Rehabilitation Service Administration. The author concludes the book with a section containing useful suggestions for increasing the quality of employment for people with disabilities.

026 - Clark, G. M., & Kolstoe, O. P. (1990). **Career development and transition education for adolescents with disabilities**. Needham Heights, MA: Allyn & Bacon.

In this book the authors link career education with the transition of persons with disabilities from school to work for high school having mild disabilities. Practical examples for teachers are included, as well as suggestions for interagency and intraagency cooperation.

027 - Cummings, R. W., & Madduz, C. D. (1987). **Career and vocational education for the mildly handicapped.** Springfield, IL: Charles C. Thomas.

This book includes chapters on the mildly disabled, career education for populations with disabilities, career and vocational assessment and evaluation, traditional approaches, and issues in career and vocational education for persons with disabilities. The authors have

included recommendations for changes in schools, transition and postsecondary recommendations, and proposed vocational career curriculum.

028 - Davie, A. (ed.). (1990). **Getting ready for college: Advising high school student with learning disabilities.** Washington, DC: HEATH Resource Center.

This document is designed for parents, counselors, teachers and program coordinators. The author has provided a checklist that professionals are recommended to follow when planning for a postsecondary experience for students with learning disabilities. Topics include: personal and skill development, college applications, decision making, and transition to college.

029 - Deykes, R., & Hartman, R. C. (eds.). (1991). **Career planning and placement strategies for postsecondary students with disabilities.** Washington, DC: HEATH Resource Center.

The focus of this document is to describe projects and programs in postsecondary educational settings which will assist students with disabilities in school to work transition and later to a career choice.

030 - Duffy, P. L., & Wannie, T. W. (1990). **Hire learning: Schooling that works.** Centreville, MA: Career Education Services.

This document can be used in conjunction with an existing text or in place of existing text that teaches school-to-work transition skills for high school students and young adults with disabilities. This text provides a comprehensive curriculum in job training and career planning. An instructor's guide is included.

031 - Hughey, J. K., & Ferrugia, T. (1987). **Guidance activities for special needs students**. Columbia, MO: University of Missouri-Columbia - Missouri LINC.

This manual was designed to assist counselors, teachers, and support personnel in providing guidance and counseling activities to students with special needs.

032 - The Iowa Curriculum Assistance System (ICAS). (1988). **Transition from school to work.** Ames, IA: Author.

A complete explanation of transition and the role of the counselor is included in this publication.

033 - National Occupational Information Coordinating Committee. (1990). **National Career Development Guidelines.** Portland, OR: Northwest Regional Educational Laboratory.

This document was designed to provide career development programs for kindergarten through adulthood. All skill areas are centered around three areas: self-knowledge, educational and occupational exploration, and career planning. Included are a trainer's manual; a state resource handbook; and information on community and business organizations, postsecondary institutions, high schools, middle or junior high schools, and elementary schools.

034 - Sarkees-Wircenski, M. (1990). **Career Portfolio**. Austin, TX: University of North Texas.

This document is designed to assist vocational education personnel and special education personnel in delivering vocational related competencies that are needed by students with mild disabilities when looking for postsecondary employment. The goal of the authors is to assist students to learn skills necessary to obtain and maintain employment after graduation. The authors have covered the following skills: job specific skills, employability skills, independent living/self help skills, math and communication skills, and work-related social skills.

035 - Suddath, A. P. (1990). **The peer mentoring training manual**. Charlotte, NC: University of North Carolina.

This manual is designed to help the prospective peer mentor think through the process of mentoring other college students. A hypercard disk is enclosed.

Community Involvement

COMMUNITY INVOLVEMENT

036 - Association for Retarded Citizens. (1986). **Assisting students with developmental disabilities into employment and community life: Procedural handbook and workshop trainer's guide.** Arlington, TX: Author.

This guide is designed to assist agencies who wish to establish Transitional Service Centers which will serve persons with developmental disabilities. The goal is to help students make a successful transition from school to work and life in the community.

037 - Botterbusch, K. F., & Smith, C. A. (1988). **The community vocational transition center**. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

The authors focus on the broad spectrum of community-based transition, concentrating on the vocational assessment, community involvement, and services. The authors discuss how interagency collaboration can be utilized to provide additional services. The authors also provide a guide that will enable individuals to develop a community vocational transition center.

038 - Collins-Arsenault, C. (1990). **Let's get together: A handbook in support of building relationships between individuals with developmental disabilities and their community.** Boulder, CO: Developmental Disabilities Center.

The author emphasizes practical techniques and creative examples for building relationships between individuals with disabilities and their community. It is intended to be used as a guidebook for families or a reference book for specific information by parent support groups or by professionals serving individuals with disabilities in conjunction with formal workshops, and/or by persons wishing to expand community participation for themselves or others.

039 - Council for Exceptional Children. (1991). **Designing community-based instruction** (Research brief for teachers, T4). Reston, VA: Author.

This brief was based on a manual developed by the Improving Community-Based Instruction Project at the University of Utah. The authors describe methods of developing instructional programs to improve effectiveness of community-based instruction for secondary students with severe disabilities.

040 - Human Services Development Institute, Center for Research and Advanced Study. (1987). **Partners in the process: A handbook on transition for school and community programs serving learning disabled young adults**. Portland, OR: University of Southern Maine.

This handbook was developed by the York County Transition Project. The authors describe a team approach to transition planning when working with youth with learning disabilities.

041 - McKinney, L. A. (1985). **Extending horizons: A resource for assisting handicapped youth in their transition from vocational education to employment**. Columbus, OH: The Ohio State University:

This guide outlines one format to follow for effective school-community team support. The author discusses the roles of each individual and the process to follow when beginning to implement teams based on the needs of the Individualized Education Plan.

042 - Polsgrove, L., Dever, R., Sitlington, P., & Easterday, J. (1987). **Community-based model for public-school exit and transition to employment (COMPLETE) final report**. Bloomington, IN: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped.

In this report the authors discuss Project COMPLETE. This project was designed to assist youth (ages 16-22) with severe disabilities acquire adequate work training for a competitive job market. The authors have provided the objectives of the project, along with the demographics, evaluation activities, and a summary statement that concludes the project.

043 - Remley, T. P., & Funderburg, C. F. (1989). **Transition from school to work for handicapped students: A guide for community interagency coordination.** Mississippi State: Mississippi State University.

In this guide the authors discuss functional interagency skills, vocational and career assessment, functional life skills curriculum special education students, vocational education and training, work adjustment and experience, job placement and supported employment, and parent and consumer training and community access.

044 - Troolin, B. L. (1987). **Community integration: A vision for youth wjth handicaps.The Minnesota transition planning guide.** St. Paul, MN: Minnesota Department of Education, Unique Learner Needs Section.

This guide is designed to help students, parents, educators, and service providers effectively plan for the transition from school to adult life for individuals with disabilities.

045 - Weisgerber, R. A. (1991). **Quality of life for persons with disabilities: Skill development and transitions across life stages.** Frederick, MD: Aspen Publishing.

The author takes a comprehensive look at providing services to individuals with disabilities. This book emphasized continuity and shared purpose among service providers, with special attention to points of transition across four life stages as well as teaching employability and daily living skills. Topics covered include: disability and the concept of quality of life, supporting the developing child, educating the individual with disabilities, entering and advancing in the working world, and retirement and disability.

Curriculum and Instruction

CURRICULUM AND INSTRUCTION

046 - Aune, E. P., & Ness, J. E. (1991). **Tools for transition: Preparing students with learning disabilities for postsecondary education.** Circle Pines, MN: American Guidance Service.

This curriculum consists of two books (one for the teacher and one for the student) and a videotape of roleplay activities. The purpose of these guides is to assist the teacher in determining the student's learning style, interests, and career goals.

047 - Asselin, S. B. (1987). **Making the transition: A teacher's guide for helping students with special needs.** Alexandria, VA: American Vocational Association.

The purpose of this guide is to provide examples and explanations on teaching students with special needs the skills necessary to become self-sufficient. The author provides teaching models and techniques for disadvantaged students and students with disabilities.

048 - Bailey, L. (1990). **Work skills for a new age.** Albany, NY: Delmar Publishers Inc.

This book was developed for use as a high school textbook in work experience programs, vocational education programs, work/study programs, pre-employment training programs, or career or consumer education. Units cover preparing for work, working on the job, career planning, managing money, and independent living skills.

049 - Barbieri, M., & Wircensski, J. L. (1988). **Texas transition model: School to work transition curriculum**. Austin, TX: University of Texas, Extension Instruction and Materials Center.

This curriculum focuses on vocational education and functional life skills, specifically check-writing skills, decision making skills, bill reading and bill paying, and apartment rental.

050 - Boerner, L. A. (1988). **Job seeking skills course**. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This course is designed to make the task of job seeking easier and more pleasurable for students with disabilities This course teaches decision making and problem-solving skills. Other topics include preparing for a job search, maintaining a job once hired, and social skills. The course comes with a *Job Seeker's Workbook* (designed to be a take-home manual) that contains worksheets, exercises, and references that pertain to job searching.

Included with this course are lesson plans for a 30-hour course, six learning units, handouts, visual aids, and instructions for evaluation reports.

051 - Boyer-Stephens, A., & Johnson, J. (1988). **ACCESS SKILLS: Vocational Readiness Skills** [Series]. Columbia, MO: Missouri LINC.

Boyer-Stephens and Johnson have created six manuals in this series. Topics covered are:

- Vocational Readiness Skills for Agriculture
- Vocational Readiness Skills for Business and Office
- Vocational Readiness Skills for Marketing and Cooperative Education
- Vocational Readiness Skills for Occupational Home Economics
- Vocational Readiness Skills for Trade and Technical

Each manual contains activities that are designed to prepare students for entry into the specific program area.

052 - Center, D. B. (1990). **Curriculum and teaching strategies for students with behavioral disorders.** Englewood Cliffs, NJ: Prentice Hall.

This book contains one chapter on career education and transition services for students with behavior disorders. This book can assist educators and other professionals who teach strategies for dealing with and teaching students with behavior disorders.

053 - Department of Rehabilitative Services, Woodrow Wilson Rehabilitative Services. (1987). **Trade-related academic competencies (TRAC)**. Richmond, VA: Virginia Department of Education, Special Education Division.

This document was designed through the cooperative efforts of the Department of Education, Division of Special Education, Vocational Program Services, and Department of Rehabilitative Services, Woodrow Wilson Rehabilitation Center.

This document contains math, reading, and writing competencies which will need to be mastered for successful completion in one of the nineteen different vocational curriculums offered in the Commonwealth of Virginia. These competency lists will enable the teacher to better plan for the student mastery of vocational skills.

054 - Field, S. (1990). **A trainer's guide to self-advocacy skills for persons with disabilities** (Revised). Detroit, MI: Wayne State University.

This guide provides trainers with the material and information necessary to conduct training for professionals who work with persons with disabilities on self-advocacy skills. The first section covers a literature review on self-advocacy. In the second section, the authors tell how to put theory into practice. Also provided is an outline for a workshop on self-advocacy.

055 - Flanagan, M., & Johnson, J. (1987). **ACCESS SKILLS: Employability and study skills assessment and curriculum guide**. Columbia, MO: Missouri LINC.

This manual is geared to middle school or junior high school students. The authors have designed it to provide informational assessment and instructional activities which relate to the general areas of employment and study skills.

056 - Horton, B. (1989). **Career-Transition Institute training manual**. Lawrence, KS: University of Kansas, Department of Special Education.

This manual was designed for professionals involved in planning and delivering career-transition services to adolescents with disabilities. The author has provided case studies which, when used a problem-solving approach, will enable the user to transfer best practices in theory to real work practices.

057 - Jamison, S. D., Shapland, C., Goldberg, P. F., & Goldberg, M. (1990). **A reference manual for parent training about supported employment**. Minneapolis, MN: PACER Center Inc.

The authors provide information on resources available for parent training in the area of supported employment. The manual is also an

annotated bibliography which contains information on journal articles, manuscripts, books, audio-visual material, and parent resources.

058- Jackson, D. A., Jackson, N. F., Bennett, M. L., Bynum, D. A., & Faryna, E. (1990). **Learning to get along: Social effectiveness training for people with developmental disabilities.** Champaign, IL: Research Press.

This training program was developed for special education teachers, sheltered workshop leaders, group care personnel, and residential care facilities. It includes a group training manual and a program guide. It was designed to assist teachers who teach social skills to youth and adults with mild to moderate developmental disabilities. Forty-five different lessons and hands-on activities are included in this guide.

059 - Koegel, L., Koegel, R. L., & Parks, D. R. (1990). **How to teach self-management to people with severe disabilities: A training manual.** Unpublished manuscript, University of California, Community Organization Research Institute, Santa Barbara.

This workbook presents a self-management program that has been used with persons with severe disabilities. It is designed to be used in community settings where it is difficult to establish one-on-one clinical contact.

060- Lankard, B. A. (1987). **Work Skills: Resource Manual**. Columbus OH: The Ohio State University.

This resource manual is designed to enable low-reading-level students to learn specific job-seeking and retention skills. The author has included black-line masters and student activity sheets.

061 - Lynch, P. S., Stanton, S. B., & Parrish, L. H. (1987). **A curriculum for supported employment.** Austin, TX: The University of Texas at Austin, Extension Instruction and Materials Center.

This guide is designed to be used with students having severe or profound disabilities.

062 - McCombs, B. L., & Brannan, L. (1990). **Skills for job success**. Baltimore, MD: Educational Press.

This purpose of this curriculum is to help students develop social skills needed to find and maintain employment.

The kit is comprised of twenty-seven student workbooks designed for use in independent seat work. Complete teacher lessons, scope and sequence, goals and objectives, student lessons and tip sheets, and quizzes are included.

063 - Macro Systems Inc. (1990). **Social skills on the job.** Circle Pines, MN: American Guidance Services.

This curriculum was written specifically for students with mild learning disabilities, emotional disturbance, or mental retardation. This curriculum was designed to help teachers give students a plan that will enable students obtain a job and learn appropriate on-the-job behaviors.

064 - Margulies, S. (1990). **Work force literacy skills for jobs in 2000**. New York, NY: Educational Design, Inc.

This guide is divided into two books. The first is geared for middle or junior high school students; the second is for high school students or adults. All lessons are written for individuals with slight to moderate reading difficulties. The series offers skills on job-related topics and the reading and communication skills needed for holding and maintaining a job.

065 - Molokai, C. (1987). **"Ready-set-ABE"** [Series]. Harrisonburg, PA: Pennsylvania State Department of Education, Division of Adult Basic Education.

There are four different texts in this series. Titles include:

- "Ready-set-ABE" to ease student's transition into ABE level studies.
- Language ready exercises. "Ready-set-ABE" to ease students' transition into ABE level studies.
- Math ready exercises. "Ready-set-ABE" to ease students' transition into ABE level studies.
- Reading ready exercises. "Ready-set-ABE" to ease students' transition into ABE level studies.

Each booklet is designed to assist paraprofessionals or tutors in helping low-level adult basic education (ABE) to acquire reading skills which will enable them to make a successful transition into a traditional ABE class.

066 - Moon. M. S., Inge, K. J., Wehman, P., Brooke, V., & Barcus, J. M. (1990). **Helping persons with severe mental retardation get and keep employment: Supported employment strategies and outcomes**. Baltimore, MD: Paul H. Brookes Publishing Co.

This book contains information that relates specifically to helping individuals with severe mental retardation or multiple severe disabilities find and keep jobs. The first half of the book addresses work that needs to be completed before a successful supported employment program can be implemented. The second half of the book contains information on placement and the training and maintenance in community work settings with individuals with severe disabilities.

067 - Neel, R. S., & Billingsley, F. F. (1989). **A functional curriculum handbook for students with moderate to severe disabilities.** Baltimore, MD: Paul H. Brookes Publishing.

The goal of the IMPACT curriculum is to increase students' participation in the academic curriculum, increase each child's ability to determine the effect of a functional school program, provide assistance in developing a cooperative partnership among students, parents, and teachers. A complete history and explanation of the IMPACT curriculum is included.

068 - Northwest Regional Educational Laboratory. (1990). **Bridge Curriculum Guide.** Portland, OR: Private Industry Council.

This guide was designed to aid teachers in teaching students with disabilities social and work maturity skills. This guide contains 18 units that stress leadership, responsibility, and self-worth skills. Each unit focuses on time management, career goals and expectations, substance abuse in the workplace, self-preservation, community resources, and use of leisure time.

069 - The Ohio State University. (1988). **Connections: School and work transitions**. Columbus, OH: Author.

This course contains different ability levels which will help learners make a successful transition from school to work. Topics include: The Coordinator's Resources, Employer's Choice, Work Skills, Career Passports, and Employment File.

070 - Sample, P., Spencer, K., & Bean, G. (1990). **Transition planning: Creating a positive future for students with disabilities. A manual for students, parents, educators, and adult service providers.** Fort Collins, CO: Colorado State University, Department of Occupational Therapy, Transitional Services.

This guide was developed for teachers, support personnel, administrators, parents, students, and advocates involved in transition planning.

071 - Sheinker, J., & Sheinker, A. (1988). **Metacognitive approach to social skills training: A program for grades 4 through 12.** Frederick, MD: Aspen Publishing, Inc.

This is a comprehensive guide that contains more than 150 activities to help students grades four through 12 master social skills such as acting responsibly, setting goals, changing their own behavior, developing problem-solving skills, and developing communication skills.

072 - Weisgerber, R. A., Dalidorf, M. R., Jabara, R. F., Feichtner, S. H., & Blake, P. L. (1989). **Social competence and employability skills curriculum.** Frederick, MD: Aspen Publishers.

This curriculum focuses on strategies that will help persons with disabilities learn functional skills for independent living. The four guides included in this curriculum are: *Administrator's Guide for Developing a Transition Program, Instructor's Guide and Student Materials for Developing Social Skills, The Counselor's Guide and Client Materials for Developing Social Skills*, and the *Employer's Guide for Hiring Disabled Persons*.

073 - West, L. L. (1989). **Functional curriculum for transition: A resource guide**. Columbia, MO: University of Missouri-Columbia, College of Education.

This guide is designed to provide information necessary to adapt or develop a functional living skills curriculum for young children and adolescents with disabilities. An overview and definition of functional curriculum is included along with guidelines on how to develop a functional curriculum.

Educational Placement

EDUCATIONAL PLACEMENT

074 - Adelman, P. B., & Wren, C. T. (1990). **Learning disabilities, graduate school, and careers: The student's perspective.** Lake Forest, IL: Barat College, Learning Opportunities Program.

This book contains a great deal of information on the various aspects of college and how the student with learning disabilities can take advantage of them. Topics include common problems encountered in college, taking advantage of learning disability services, roadblocks to success, graduate school information, and strategies for finding a job.

075 - Association on Handicapped Student Service programs in Postsecondary Education. (1987). **How to choose a college: Decision making for the student with a disability** [Taped seminars]. New York, NY: Author.

This is a taped series on decision making skills for making the transition to higher education. The authors discuss the difference between high school and college and steps for evaluating the appropriate colleges or universities. Supplemental books accompany each tape.

076 - Association on Handicapped Student Service Programs in Postsecondary Education. (1987). **Support services for LD students in postsecondary education: A compendium of readings**. Columbus, OH: Author.

This is a series of articles on transition from high school to college, service delivery programs, faculty awareness, educational accommodations, psychosocial issues concerning the student with learning disabilities, and employment opportunities for youth with learning disabilities.

077 - Association on Handicapped Student Service Programs in Postsecondary Education. (1987). **Unlocking the doors: Making the transition to postsecondary education**. Columbus, OH: Author.

This guide was written to help high school students with special needs, their parents, and teachers prepare for the transition from high school to a postsecondary setting. The authors discuss the importance of having a transition file and give suggestions for writing a personal transition file.

078 - Brill, J. (1987). **Learning disabled adults in postsecondary education**. Washington, DC: HEATH Resource Center.

This contains a description of adults with learning disabilities in postsecondary educational settings. The author provides students, parent, and teacher with strategies for postsecondary transition as well as the options available after high school.

079 - Brill, J., & Hartmen, R. C. (1987). **Financial aid for students with disabilities**. Washington, DC: HEATH Resource Center.

This provides an overview of financial aid, information for students with special needs on financial aid, application procedures, timelines, and financial aid resources.

080 - Brown, J. T., & Brown, G. C. (1988). **From access to equity: Equalizing educational opportunity for disabled college women**. Columbus, OH: Association on Handicapped Student Service Programs in Postsecondary Education.

This document was written so that women with disabilities would make an easier transition into college life. This manual also contains information on affirmative action programs, career services, services for the student with disabilities, student services, physical education, residence life, secondary school teachers, secondary school counselors, and wellness.

081 - Council of Chief State School Officers. (1987). **The disabled student in transition**. Washington, DC: Author.

The authors discuss the barriers youth with disabilities often encounter in the transition process. The authors also present information on the role of parents and state education agencies in Maine, Idaho, New York, and Washington State.

082 - Dalke, C. (1988). **How prepared for college are students with disabilities? A report of parent perceptions**. Whitewater, WI: University of Wisconsin-Whitewater, Project HAPPEN Transition Project.

This is a document directed at secondary school students and their families who are in the process in making the transition from secondary school into postsecondary schools. The author stresses the importance of parental involvement in the transition process.

083 - Davie, A. R., Hartman, R. C., & Rendino, N. (1990). **On campus with a disability: Expanding diversity at AASCU institutions.** Washington, DC: American Association of State Colleges and Universities.

This book was designed to be used by college administrators and entrance counselors, student advisors, and prospective students. The authors describe the wide range of services available for students with a disability on college and university campuses.

084 - Gajar, A. (1987). **Programming for college students with learning disabilities**. Columbus, OH: Association on Handicapped Student Service Programs in Postsecondary Education.

This document shows the importance of mainstreaming the student with learning disabilities into university or college system. Several programs are described that will aid in the mainstreaming process.

085 - Hartley, N., & Lehmann, J. (1988). **Supplemental services resource guide**. Fort Collins, CO: Colorado State University, Vocational Special Needs School of Occupational & Educational Studies.

This guide was written to help students with disabilities or limited English skills, or who are disadvantaged find success in supplemental services programs used in conjunction with vocational education programs. It explains what a supplemental service program is and its various components. The authors have designed this guide to address the services that are available at the secondary and postsecondary levels.

Topics include definition and overview of supplemental services, legal implications and legislation, the coordinator's role and function, vocational assessment and vocational instruments, community resources, secondary and postsecondary education, public relations, and program evaluation.

086 - Jarrow, L., Baker, B., Hartmen, R., Harris, R., Lesh, K., Redden, M., & Smithson, J. (Eds.). (1991). **How to choose a college: Guide for the student with a disability**. Washington, DC: HEATH Resource Center.

The authors describe what students with disabilities should look for when choosing a college. This book will be helpful to parents, teachers, counselors, and anyone else involved in planning for a postsecondary experience.

087 - Johnson, J. (1989). **Learning disabilities academic support group manual.** Columbus, OH: Association on Higher Education and Disability.

This book describes how to begin a support group for persons with a learning disability. This manual can be used by anyone; however it was intended to be used by counselors, learning disabilities specialists, and special needs staff members.

088 - Michaels, C. A., Thaler, R., Gioglio, M., Zwerlein, R., & Apostoli, B. (1987). **From high school to college: Keys to success for students with learning disabilities. Strategies to facilitate transition for college, high school, and rehabilitation professionals**. Albertson, NY: Human Resource Center.

The authors give strategies and techniques which will help students with learning disabilities make a smooth transition from high school to community college.

089 - National Center for Postsecondary Governance and Finance. (1990). **College: The basics** [audiotape series]. College Park, MD: Author.

In this audio tape series, the authors discuss financial aid and other topics that might be of interest to students and families as they make the decision to go to college.

090 - The National Center on Employment & Disability, Human Resources Center. (no date). **How to succeed in college: A handbook for students with learning disabilities**. Albertson, NY: Author.

This workbook is designed to help the high school student with learning disabilities learn more about him or herself. The authors also discuss areas that the student will need to be aware of when choosing a college.

091 - Scheiber, B., & Talpers, J. (1985). **Campus access for learning disabled students: A comprehensive guide**. Washington, DC: Closer Look, The Parents' Campaign for Handicapped Children and Youth.

This book was written to help students make college and university campuses more accessible. It was also written to assist students with learning disabilities achieve success in a college or university setting by providing strategies for communicating their needs.

Topics include definition and description of learning disabilities, postsecondary options, selecting an appropriate college or university, campus access, accommodations, study skills, and personal adjustment.

092 - Scheiber, B., & Talpers, J. (1987). **Unlocking potential: College and other choices for learning disabled people. A step-by-step guide**. Bethesda, MD: Adler & Adler Publishers.

In this guide, the authors provide a brief overview of Section 504 and discuss other topics pertinent to students and adults with a learning disability. This guide was written for parents, teachers, counselors, other professionals, and adults with a learning disability.

093 - Seelig, S. (1987). **A college guide for LD service providers**. Brooklyn, NY: Long Island University.

This college guide reviews the literature covering issues and concerns that face postsecondary schools that provide services to students with a learning disability. One section of this document consists of sample forms, print resources, and organizations.

094 - Seidenberg, P. L. (1987). **The unrealized potential: College preparation for secondary learning disabled students. A guide for secondary school administrators, faculty, and parents**. Washington, DC: Office of Special Education and Rehabilitative Services.

The author discusses the need for high school programs to design and facilitate a college placement program for students with a learning disability.

095 - Valenti, R. A. (1989). **Developing self-advocacy: A practical guide and workbook for preparing the high school learning disabled student for post-secondary school success.** Columbia, MO: Hawthorne Educational Services.

This guide was written to help students with learning disabilities get information about college and to identify the skills necessary to succeed in college. Topics include definitions, diagnostic testing, legal rights, and the transition to college.

096 - Vogel, S. A. (1990). **College students with learning disabilities: A handbook for college LD students, admission officers, faculty and administration.** Pittsburgh, PA: LDA (ACLD) Bookstore.

This book consists of lists of information relevant for college students with learning disabilities. Topics include definition and characteristics of individuals and adults with learning disabilities, ways faculty can help, Section 504, and ways students can succeed in school.

097 - Wehman, P., & Moon, M . S. (1988). **Vocational rehabilitation and supported employment**. Baltimore, MD: Paul H. Brookes Publishing Co.

In this book, the authors provide a historical perspective on implementing supported employment programs and community-based programs and include strategies and techniques to enhance employment outcomes for individuals with disabilities.

098 - Wilcox, B., & Bellamy, G. T. (1987). **A comprehensive guide to the activities catalog: An alternative curriculum for youth and adults with severe disabilities**. Baltimore, MD: Paul H. Brookes Publishing Co.

This guide accompanies *The Activities Catalog*. In it, the authors discuss how and why to use this system in high schools, residential settings, and supported employment services. They also explain the purpose of assessment, intervention strategies, and program evaluation.

099 - Wilcox, B., & Bellamy, G. T. (1987). **The activities catalog: An alternative curriculum for youth and adults with severe disabilities**. Baltimore, MD: Paul H. Brookes Publishing Co.

This guide was designed for youth and adults with severe disabilities who can benefit from a functional, community-referenced curriculum. This contents of this guide include leisure activities, personal management, and employment. The format emphasizes learning by doing and is guided by family values and community opportunities. The guide accompanies *A Comprehensive Guide to the Activities Catalog: An Alternative Curriculum for Youth and Adults with Severe Disabilities.*

Employment Placement

EMPLOYMENT PLACEMENT

100 - American Council on Rural Special Education. (1988). **Employment incentives manual: How to motivate businesses to hire individuals with disabilities**. Bellingham, WA: Author.

This manual focuses on such topics as legislation (up to 1985) that affected individuals with disabilities , transition education, vocational education, income maintenance, transportation, vocational rehabilitation, employee incentives and training, job access and accommodations, and general information on interview procedures.

The authors include a section for employers on how to conduct an interview with a person having a disability, how to get reimbursements for on-the-job training programs, monetary incentive programs, and tax credits and partnership programs. A helpful guide has been provided that will assist co-workers in working with persons having a disability.

101 - Barnett, J., & Lavin, D. (1987). **The industrial work model: A guide for developing transitional and supported employment**. Menomonie University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This model is based on the methods and principles of RISE Inc. RISE Inc. is a large Minnesota facility used to create an industry-integrated training program focusing on transition and supported employment. The authors have included strategies for the implementation of a similar program, administration concerns, funding, and strategies for service delivery.

102 - Bellamy, G. T., Rhodes, L. E., Mank, D. M., & Albin, J. M. (1988). **Supported employment: A community implementation guide**. Baltimore, MD: Paul H. Brookes Publishing Co.

This book was written to assist parents, teachers, vocational education teachers, human service workers, and other service agencies in problem solving prior to implementing a supported work program for persons with disabilities.

The authors discuss the importance of having goals set prior to implementation of any program and describes successful employment models. They also provide suggestions for developing a planning group and program proposals.

103 - Berkell, D. E., Lapsley, D., Fichandler, C., Ufheil, J., & Berry, P. (no date). **Project READDY: Job training manual**. Greenvale, NY: Long Island University, Special Education and Reading Departments.

This manual was designed for parents, teachers, service delivery professionals, and other professionals working with and training persons with autism and other developmental disabilities. This book is divided into two sections. Section one covers identified appropriate work sites for persons with autism or other developmental disabilities. Section two covers general skills such as analyses of tasks, appropriateness of tasks, and tasks that can be performed at more than one work site.

104 - Biller, E. F. (1988). **Understanding adolescents and young adults with learning disabilities: A focus on employability and career placement**. Springfield, IL: Charles C. Thomas, Publisher.

This book contains chapters on the definition of learning disabilities, accepting persons with learning disabilities, and characteristics and profiles of the adult with a learning disability. Other topics include minimal brain dysfunction, rehabilitation agencies, and rehabilitation placement.

105 - Boyer-Stephens, A., & Wallace, S. (1988). **ACCESS SKILLS: Generic informal assessment instruments and checklists**. Columbia, MO: Missouri LINC.

This guide was designed to measure skills that relate to vocational programs (e.g., math, physical demands in the work environment, skills needed for the work environment, and character building).

The authors have included checklists for specific vocational curriculums which were designed to provide educators and other service delivery providers ways to informally assess the students skill levels in a specific vocation. These lists can also act as a guide that will give the special educator or service provider a means for placing the student in a specific vocational program.

106 - Bragman, R. S. (1991). **Employment for individuals with disabilities: What every job-seeker with a disability needs to know.** Indian Rocks Beach, FL: Aquarius Instructional.

This book was designed to provide professionals who work with individuals with disabilities methods to identify job requirements and then match individuals with disabilities with appropriate occupations. The author describes how to interview effectively and demonstrate that

disabilities do not necessarily interfere with job performance. The author has also included a checklist for reasonable accommodations that can be made for specific jobs.

107 - Burgess, C., & Zhu, G. (1988). **The Marriott philosophy at work: A study of corporate success with the handicapped**. Seattle, WA: University of Washington, College of Education.

This monograph was written in hopes that others (private citizens and corporations) can increase the awareness that persons with special needs have abilities and increase the demand for employing these persons. The authors have examined the Marriott Corporation's philosophy because the company has gained national recognition and received national awards for its work with persons with disabilities.

108 - Calkins, C. F., & Walker, H. M. (Eds.). (1990). **Social competence for workers with developmental disabilities: A guide to enhancing employment outcomes in integrated settings.** Baltimore, MD: Paul H. Brookes Publishing.

In this manual, the authors provide step-by-step procedures for successful maintenance of persons with disabilities in an integrated job setting. Also included are suggestions on employment-related assessment, social competence, intervention, selections, and agency evaluation. This manual is designed for employment practitioners, training specialists, job coaches, vocational rehabilitation counselors, and anyone else involved in job placement.

109 - Denver, R. B. (1989). **Community-based employment training for persons with severe handicaps: The Stone Belt Center manual for job developers and job coaches.** Bloomington, IN: The Governor's Planning Council on Developmental Disabilities.

This manual was designed to aid employment training staff or persons involved in placing individuals with disabilities in a job situation. This manual can be used to design and implement successful supported employment and transition systems.

110 - Fidely, D. (1988). **Job coaching in supported work settings**. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

The focus of this document is on job coaches and their roles and functions in employment settings. The author gives techniques and

procedures that have been found to be successful in actual situations (e.g., liaison to the private sector, socialization coordinator, and placement counselor/coordinator).

111 - Gardner, J. F., Chapmen, M. S., Donaldson, M. A., & , G. J. (1988). **Toward supported employment: A process guide for planned change**. Baltimore, MD: Paul H. Brookes Publishing Co.

This manual is designed to facilitate the change from segregated work activity to a supported work program. The key elements needed for effective change include identification of change related variables and roles and responsibilities of management.

112 - **Industry-education collaboration for special needs youth and adults**. (no date). Macomb, IL: Curriculum Publications Clearinghouse.

This book deals with programs and resources as they relate to industry-education collaboration for youth and adults with special needs. This book addresses the needs of persons with disabilities, persons with limited English proficiency, and persons with low socio-economic status. Strategies on how educators, other service providers, as well as employers can seek ways to prepare those individuals for employment are included.

113 - Jamison, S. D., Shapland, C., Goldberg, P. F., & Goldberg, M. (1990). **A reference manual for parent training about supported employment**. Minneapolis, MN: PACER Center Inc.

The authors provide information on resources available for parent training in the area of supported employment. The manual is also an annotated bibliography which contains information on journal articles, manuscripts, books, audio-visual material, and parent resources.

114 - Keirnan, W. E., & Stark, J. A. (Eds.). (1986). **Pathways to employment for adults with developmental disabilities**. Baltimore, MD: Paul H. Brookes Publishing Co.

This book describes the Pathway Model which was designed to increase the range, quality, and availability of employment opportunities for persons with disabilities.

115 - Mason, C. Y., & Jaskulski, T. (1991). **Alternative paths to implementation**. Washington, DC: National Association of Rehabilitation Facilities.

This guide was written to enhance the leadership skills of executive managers and to match managers' style to the desired goals and outcomes for individuals with a disability. Topics include a brief overview of alternatives for community expansion; strategic planning; supported employment, mentoring, and working with at-risk youth; organizations which have successfully integrated individuals with disabilities into their organization; and the change process.

116 - Mason, C. Y., Beziat, C., & Jakkulski, T. (1990). **Effective management of supported employment**. Washington, DC: National Association of Rehabilitation Facilities.

This document was designed to assist rehabilitation providers with a systematic evaluation of their administration practices that affect supported employment. This monograph should be able to help agencies adapt to supported employment by considering effective management practices.

117 - Meers, G. D. (Ed.). (1987). **Handbook on vocational special needs education (2nd. ed.)**. Frederick, MD: Aspen Publishers.

This book offers clearcut explanations of how to translate federal mandates into effective programs. The authors guide professionals in assessing students, modifying programs and material to meet their individual needs, coordinating training and placement, and utilizing other services within community. The text includes a methods section that describes ways to make the student feel responsible for his or her progress, and information on how to turn disadvantaged student into productive citizens.

118 - Michaels, C. A. (1991). **Enhancing vocational possibilities for young adults with learning disabilities: Final Report**. Albertson, NY: Human Resources Center, National Center on Employment and Disability.

This document contains a discussion of the results of a three-year study focusing on how community colleges can help students with learning disabilities make a successful transition from school to work. One of the major findings of this report was that vocational possibilities for community college students with learning disabilities could be enhanced through comprehensive vocational support services.

119 - Minnesota Department of Education, Interagency Office on Transition Services. (1991). **Teaching the possibilities: Jobs and job training resource guide for transition planning.** St. Paul, MN: Author.

This guide was developed by the Minnesota State Department of Education in an effort to assist students in planning their departure from high school. Some of the topics covered include self-knowledge, career development, assessment, planning, instructional activities as they relate to career awareness, and skill development. The authors have included examples of individualized career plans, transitional service plans, definitions, vocational assessments, available resources and materials, and service agencies and organizations.

120 - Moon. M. S., Inge, K. J., Wehman, P., Brooke, V., & Barcus, J. M. (1990). **Helping persons with severe mental retardation get and keep employment: Supported employment strategies and outcomes**. Baltimore, MD: Paul H. Brookes Publishing Co.

This book contains information that relates specifically to helping individuals with severe mental retardation or multiple severe disabilities find and keep jobs. The second half of the book contains information on placement, training, and maintenance implemented in community work settings with individuals with severe disabilities.

121 - National Association of Rehabilitation Facilities. (1989). **Exemplary supported employment practices**. Washington, DC: Author.

The goal of this document is to present information on some of the best outcomes for persons with severe disabilities and the conditions for which these outcomes are achieved. Several model programs are described.

122 - Resources for Rehabilitation. (1991). **Meeting the needs of employers with disabilities.** Lexington, MA: Author

The goal of this document is to provide information to employers, counselors, and other service providers on ways to help individuals with disabilities obtain and maintain employment. Topics include financing adaptive equipment, training programs, supported employment, and general school-to-work transition.

123 - Rumpel, F. (Ed.). (1990). **Planning reasonable accommodations: A cost-effective approach in a legal framework.** Washington, DC: Mainstream, Inc.

This document was designed as a response to questions employers have raised about providing reasonable accommodations for persons with disabilities as required by the Americans with Disabilities Act of 1990. This document includes examples of employer accommodations, job analysis, and assistive devices used in accommodations.

124 - Sowers, J., & Powers, L. (1991). **Vocational preparation and employment of students with physical and multiple disabilities.** Baltimore, MD: Paul H. Brookes Publishing.

This book is designed to be used by school administrators, service providers, teachers, therapists, placement specialists, job coaches, and parents. It contains information on supported employment models, work-related issues, training techniques, and job design strategies as they relate to persons with disabilities. Some of the issues covered include mobility, accessibility, communication, and adaptive strategies relevant to vocational skills.

125 - University of Kansas, Beach Center on Families and Disability. (1990). **Is there life after high school**? Lawrence, KA: Author.

In this video, Dr. Rutherford Turnbull and Dr. Ann Turnbull moderate a session during a teleworkshop on the pros and cons of supported employment. The panel consists of practitioners, parents, and experts in the field of supportive employment. The video provides a good introduction to supported employment and is appropriate for classroom instruction.

126 - Wehman, P., & Moon, M. S. (1988). **Vocational rehabilitation and supported employment**. Baltimore, MD: Paul H. Brookes Publishing Co.

The authors give a historical perspective on supported employment and also provide instructions for implementing supported employment programs more effectively using community-based program strategies that may enhance the employment of persons with disabilities.

127 - Whitehead, C. W. (1990). **A manual for labor organizations and their members and rehabilitation organizations, employment specialists, job coaches, rehabilitation counselors, and advocates**. Dade City, FL: Palard Printers, Inc.

This book is divided into two parts. This first part is geared to employers, labor unions, and major organizations. The authors focus on the capabilities of individuals with disabilities and offer suggestions on ways individuals with disabilities can find a job in a competitive job market. The second half of the book is directed towards rehabilitation and employment services agencies and organizations, counselors, advocates, and supervisors. The goal of this section is to increase the professional's knowledge and understanding of his or her role and the function of labor unions in influencing employment and promoting work related benefits.

General Aspects of Transition

GENERAL ASPECTS OF TRANSITION

128 - Cipani, E. (Ed.). (1989). **Transitioning exceptional children and youth into the community**. New York, NY: The Haworth Press.

This book is divided into three sections. Section one contains a description of the historical and philosophical issues in the normalization of individuals with disabilities. Section two covers issues in assessment and training, as well as measurement of adaptive behavior, functional living skills, and behavioral technology. Section three covers theory, relevant community skills for persons with mental retardation, research and practice in three areas of social competence, leisure and recreation of exceptional children, and research and trends in employment of adolescents with handicaps.

129 - Corbett, J. & Barton, L. (1992). **A struggle for choice: Students with special needs. Transition to adulthood.** New York, NY: Routledge Publishing Co.

At the time of printing, abstract was not available.

130 - Doyle, B. (1988). **Transition planning.** Sacramento, CA: California Department of Education.

This module is from the series *Parent / Professional Training* Modules. In this module the author explains and defines terms and definitions related to the transition process for students with disabilities. The author also describes the roles and responsibilities for parents of these students in the transition process. Also addressed is the importance of interagency cooperation during the time of the student's transition from the school to adult working community.

131 - Gajar, A., Goodman, L., & McAfee, J. (1993). **Secondary schools and beyond: Transition of individuals with mild disabilities.** New York, NY: Merrill.

This text was to provides comprehensive up-to-date information that deals with the theory and practices of transition. The book is divided into five parts. Part one contains the definition of transition, the different models of transition, the legal basis of transition, and the supports and barriers for transition. In part two, the authors address secondary and post-secondary assessment, programming, and follow-up. Part three contains information about the necessary relationship between secondary education and vocational rehabilitation. Part four contains a description of the work-supported skills, independent living, and

citizenship that are necessary in the transition process. In part five, the authors discuss issues (environments, family setting, interagency relationships, interagency collaboration, and recreation) involved in the transition process.

132 - Hayes, J., & Justice, T. (Eds.). (1988). **Organizational barriers to transition: Summary.** Sacramento: California State Department of Education, Education Transition Center. (ERIC Document Reproduction Service No. ED 302 010).

The purpose of this study was to identify barriers that impact the ability of youths with disabilities to successfully make a transition from school to employment to adult life, and to specifically define organizational disincentives to successful transition. A study was conducted using 125 youth-adult service providers, education agencies, rehabilitation / habilitation services, Job Training Partnership Agency (JTPA) programs, regional centers, Departments of Vocational Rehabilitation, advocacy groups, and parent groups. The results indicated that were barriers and disincentives to the transition delivery, attitudes, collaboration, funding, personnel training, and eligibility procedures. Respondents felt that the educational system possessed the greatest number of barriers to transition, followed by parents and rehabilitation services. Recommendations for change conclude the report.

133 - Ianacone, R. & Stodden, R. (1987). **Transition issues and directions.** Reston, VA: The Council for Exceptional Children, Division of Mental Retardation.

This is an overview of the transition process as it relates to persons with mental retardation. The authors discuss best practices in the areas of transition programming and interagency collaboration, vocational education, and vocational rehabilitation from the point of view of community service providers, parent advocacy groups, and employers.

134 - McGinty, J. & Fish, J. (1992). **Learning support for young people in transition: Leaving school for further education or work.** Philadelphia, PA: Open University Press.

In this book, the authors outline a framework for transition beneficial to professionals, administrators, parents, and students. The book is divided into three parts. Part one includes a contextual background in which students, families, and educators are currently functioning; the history of transition is also covered in this section. Part

two focuses on secondary education, specifically on preparation for transition, entry into work, and independent living. In part three, the authors provide examples of existing practices, discuss major initiatives, and issues facing transition in the years ahead.

135 - Modrcin, M. J., Coleman, C., & Robinson, J. (1989). **Youth in transition: A description of selected programs serving adolescents with emotional disabilities.** Portland, OR: Portland State University, Research and Training Center of Family Support and Children's Mental Health.

This monograph addresses the transition needs of adolescents with serious emotional disabilities. A wide variety of programs that serve students with emotional disabilities are described. The program descriptions are taken from several states and different settings.

136 - Rusch, F. R., DeStefano, L., Chadsey-Rusch, J., Phelps, L. A., & Szymanski, E. (1992). **Transition from School to Work.** Sycamore, IL: Sycamore Publishing Co.

This work represents the compilation of research from the leaders in the field of transition services. It is a comprehensive discussion of transition issues and practices that facilitate thought regarding philosophical and methodological issues. It is an important resource in the library of any professional involved in the provision of transition services to persons with disabilities.

137 - Rusch, F., DeStefano, L., Chadsey-Rusch, J., Phelps, L. A., & Szymanski, E. (Eds.). (1992). **Transition from school to adult life: Models, linkages, and policy.** Sycamore, IL: Sycamore Publishing Co.

This is an anthology of articles that deal with topics and issues in transition. The fields of learning disabilities, special education, transition policy, interagency collaboration, career development, and vocational development are discussed in detail by leaders in their individual fields.

138 - Trapani, C. (1990). **Transition goals for adolescents with learning disabilities.** Boston, MA: College Hill Inc.

This book gives a simple overview of the issues surrounding adolescents with learning disabilities. An interdisciplinary approach to assessment is presented, and the academic and social competence of youths with learning disabilities is discussed.

Research in social skills training within the academic curriculum is provided. The development and importance of forming cooperative partnerships between parents and teachers of adolescents with learning disabilities is also considered. Finally, the issues surrounding vocational training and postsecondary education of adolescents with learning disabilities is discussed. The rights extended to adolescents with learning disabilities by legislation are outlined in a clear, concise, and easy-to-read format.

139 - Wehman, P. (1992). **Life beyond the classroom: Transition strategies for young people with disabilities**. Baltimore, MD: Paul H. Brookes Co.

This text begins with a chapter called "Life Beyond the Classroom"; it outlines the transition needs of young people with disabilities and provides a review of the recent and pending changes in legislation and policy. This chapter also compares the outcomes of youth with and without disabilities and makes specific recommendations for improving student outcomes. The next several chapters elaborate on the specifics of transition and describe transition models. The author explains the importance of strategies for interagency planning and writing transition plans. The author portrays the role of the community as an effective transition link. The next seven chapters are devoted to individualized applications for transition planning and implementation for youth with mild mental retardation, youth with severe disabilities, youth with sensory impairments, youth with learning disabilities, youth with behavior disorders, youth with orthopedic and other health impairments, and youth with traumatic brain injury.

140 - Weisgerber, R. A. (1991). **Quality of life for persons with disabilities: Skills development and transition across the life stages.** Gaithersburg, MD: Aspen Inc.

The major focus of this text is how the quality of life for persons with disabilities can be enhanced and supported at different life stages. The author points out the importance of linking services across life stages during transition. The author describes the range of strategies and services that are currently being used by service providers as they help persons with disabilities reach their potential.

This book contains five chapters covering such topics as "Disability and the Concept of Quality of Life," "Supporting the Developing Child," "Education of the Individual with Disabilities," "Entering and Advancing in the Working World," and "Retirement and Disability."

Interagency Coordination

INTERAGENCY COORDINATION

141 - Ascher, C. (1990). **Linking schools with human service agencies.** New York, NY: ERIC Clearinghouse on Urban Education.

The focus of this issue is coordinated service delivery to students and their families. Suggestions are provided on ways to develop collaborative links with service providers. Common barriers to collaboration are addressed.

142 - Center on Education and Training for Employment. (1990). **A waiting work force ready, willing, and disabled.** Columbus, OH: Author.

In this video parents, educators, agency personnel, and students discuss the roles of school and agency personnel as they work together to develop transition plans for adolescents from school to work.

143 - Collins-Arsenault, C. (1990). **Let's get together: A handbook in support of building relationships between individuals with developmental disabilities in their community.** Boulder, CO: Developmental Disabilities Center.

The authors provide specific suggestions on ways to build relationships between individuals with developmental disabilities and their community.

144 - Everson, J. M., Barcus, M., Moon, M. S., & Morton, M. V. (Eds.). (1987). **Achieving outcomes: A guide to interagency training in transition and supported employment**. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center, School of Education.

This manual is designed to train individuals who want to become trainers in interagency collaboration and interdisciplinary training specifically in the areas of transition and supported employment for persons with disabilities. The purpose of the manual is to provide goals, objectives, and strategies for designing inservices and materials for inservices in the areas of transition and supported employment. It was a result of Project Transition into Employment (TIE).

145 - Governor's Planning Council on Developmental Disabilities. (1988). **A new way of thinking.** St. Paul, MN: Author.

This video discusses the importance of community integration for individuals with severe disabilities. It has received national awards and is available free for loan or can be purchased.

146 - Johnson, D. R., Thompson, S. J., & Kaufman, P. (1990). **Interagency planning for transition: Quality standards for improvement**. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

This document can explain transition planning to professionals and help them better understand community actions toward transition. It can be used as a practical tool for guiding and evaluating interagency transition planning with the use of local community committees.

147 - Morsink, C. V., Thomas, C. C., & Correa, V. I. (1991). **Interactive teaming: Consultation and collaboration in special programs.** New York, NY: Macmillan Inc.

This book discusses interactive teaming as a concept of service delivery for school-age students who are placed in special education programs. The teaming model focuses on the concepts of consultation and collaboration. Part one provides a foundation and an overview of the contextual framework within current and future programs for serving students who have a handicapping condition. Part two discusses the barriers to effective team functioning and outlines the facilitating factors that are needed to make the teaming model work. Such factors consist of roles of the team members, communication skills, cultural diversity, and strengthening family involvement. Part three features applications of the model as it is implemented in programs for cultural diversity, students with mild disabilities, and students with severe disabilities.

148 - Remley, T. P., & Funderburg, C,. F. (1989). **Transition from school to work for handicapped students: A guide for community interagency coordination**. Mississippi State: Mississippi State University, Department of Counselor Education, Project HIRED.

This is a procedural manual for the implementation of transition services through Project HIRED. Parts of this manual can be utilized by others to assist in interagency cooperation.

149 - Steele, P., Strang, L., Burrows, R., Kiburz, P., Vincent, P., & Sitlington, P. (eds.). (1990). **An interagency venture: Transitioning for people with moderate and severe disabilities.** DesMoines, IA: Iowa Department of Education.

This model is the result of a project sponsored by the Iowa Department of Education, Bureau of Special Education. The importance of interagency coordination for persons with moderate to severe disabilities is stressed in this school-to-work transition model. Specific areas of importance include community-based employment, specific transition planning; and the roles of the school, educators, parents, individual, employer and adult service provider during the transition process. Suggestions are included for program implementation, student employment outcomes, and positive work experiences.

150 - University of Wisconsin-Madison, The Vocational Studies Center. (no date). **Models for linking agencies**. Madison, WI: Author.

This guide was designed to help special educators, agencies, and other service providers develop a collaborative approach to serving students with disabilities. The authors discuss ways to establish and maintain the interagency linkages and communication, as well as developing local agreements, financial consideration for developing linkages, inservice training, evaluation, and implementation of interagency collaboration and linkages.

151 - University of Wisconsin-Madison, The Vocational Studies Center. (no date). **Partnerships in business and education: Helping handicapped students become a part of the Job Training Partnership Act**. Madison, WI: Author.

This book contains descriptions of more than 100 successful programs in the Job Training Partnership Act (JTPA). The authors provide examples of competencies, requests for proposals, sample proposals, and interagency agreements.

152 - Weisgerber, R. A. (1991). **Quality of life for persons with disabilities: Skill development and transition across life stages.** Frederick, MD: Aspen Publishers.

The author stresses the importance of interagency collaboration, communication, transition across the life span, and teaching employability skills.

Legislation and Policy Statements

LEGISLATION AND POLICY STATEMENTS

153 - American Vocational Association. (1990). **The AVA guide to the Carl D. Perkins vocational and applied technology education act of 1990.** Alexandria, VA: Author.

This document was designed to be used as a reference and a planning tool for professionals involved in the implementation of the Carl D. Perkins Act. The guide is divided into three sections. The first section includes a synopsis of the Carl Perkins Act, section two analyzes each part of the Act, and section three examines the law as it relates to the Carl Perkins Act.

154 - Ballard, J., Ramirez, B., & Zantal-Weiner, K. (1987). **P.L. 94-142, Section 504, and P.L. 99-457: Understanding what they are and are not.** Reston, VA: The Council for Exceptional Children.

This document addresses the changes in the legislation up until 1987. It is written in a question-and-answer format. Topics include preschool, early intervention, management, and other provisions of P.L. 99-457.

155 - Brown, S. J., & Bass, A. S. (1990). **The American with Disabilities Act of 1990: A guide to compliance.** Washington, DC: Arent, Fox, Kinter, Plotkin, and Kahn.

The authors provide an overview of the Americans with Disabilities Act and examine the implications associated with Title 1.

156 - The Council for Exceptional Children. (1988). **Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School improvement amendments of 1988. P. L. 100-297.** Reston, VA: Department of Governmental Relations.

This legislation reauthorized federal education programs to include Chapter 1 and Chapter 2 of P.L. 100-297, and Bilingual and Adult Education, and the Jacob K. Javits Gifted and Talented Students Education Act.

157 - Division of Innovation and Development, Office of Special Education Programs, U.S. Office of Special Education and Rehabilitative Services. **Thirteenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act.** Washington, DC: Author.

This book provides a description of the nation's progress in providing a free and appropriate education for all children as mandated by the Individuals with Disabilities Education Act (IDEA).

158 - Donahue, J. D. (1989). **Shortchanging the workforce: The Job Training Partnership Act and the overselling of privatized training.** Washington, DC: Economic Policy Institute.

In this document the author presents an analysis of the Job Training Partnership Act (JTPA) and its impact on the workforce.

159 - Gettings, R. M., & Katz, R. E. (updated each year). **Summary of existing legislation affecting persons with disabilities**. Washington, DC: Department of Education, Office of Special Education and Rehabilitation Services (OSERS).

The book describes Federal laws relating to persons with disabilities. The laws are described and grouped according to specific topics (e.g., history of the legislation, education, employment , health, nutrition, rights, social services, and vocational rehabilitation). The authors conclude the book with a complete listing of all the laws, dates passed by Congress, dates signed into law, and the law number.

160 - Heyward, Lawton, & Associates, Ltd. (1990). **Access 504** [Computer software]. Atlanta, GA: Author.

This is a software program. It was written and designed to explain all aspects, language, and basic principles of implementing Section 504 of the Rehabilitation Act of 1973.

161 - Horne, R. L. (1991). **The education of children and youth with special needs: What do the laws say?** Washington, DC: NICHCY.

The purpose of this document is to help people become aware of the full range of services and rights available to children and youth with disabilities and their families. The laws discussed in this issue include the Education for All Handicapped Children Act (Public Law 94-142), and the amendments P.L. 98-199 and P.L. 99-457, and the Individuals with Disabilities Education Act of 1990 (P.L. 93-112), the Carl D. Perkins Vocational Education Act (P.L. 98-524), and the Americans with Disabilities Act (P.L. 101-336).

162 - Kober, N. (1990). **Understanding P.L. 101-392: A manual for the new vocational education amendments.** Arlington, VA: American Association of School Administrators.

This manual contains essential information about the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. It was designed to assist high school administrators, teachers, college personnel, and others concerned about vocational education gain a better understanding of the Carl Perkins Act.

163 - Kramer, D. G., & Dorman, A. B. (1990). **Colleges and universities: A white paper on the Americans with Disabilities Act.** New York, NY: Proskauer, Rose, Goertz, & Mendelsohn.

This monograph focuses on the Americans with Disabilities Act and its implications for colleges and universities.

164 - Liberman, R. B. (1987). **Guide to decision-making in compliance with Section 504**. New Haven, CT: Author.

The emphasis of this document is the critical analysis of the regulation of Section 504. The authors focus on how secondary and postsecondary service providers can help students with disabilities make decisions and recommendations about accessibility, accommodations, adaptations, college admissions, employment, financial aid, housing, transportation, and more.

165 - National Commission on Children. (1991). **Beyond rhetoric: A new American agenda for children and families.** Washington, DC: Author.

In this guide, the authors examine the basic needs of individuals with disabilities, the roles and responsibilities of parents, and the obligations of society. Topics include health, education, social support, income security, and tax policy, as well as recommendations for ensuring income security improving health, increasing educational attainment, and supporting the transition to adulthood.

166 - Ratzlaff, L. (1990). **Education laws: A compilation of statutes in effect today (3rd. ed.).** Alexandria, VA: Capitol Publications.

This book was designed to be used by anyone interested in and concerned with meeting the requirements of all federal education laws. In this document the author provides information on laws, reauthorizations, and amendments relating to education programs.

167 - Regional Vocational Special Needs Coordinator's (RVSNC) Handbook. (1988). Macomb, IL: Curriculum Publications Clearinghouse.

This handbook was written to assist special education or special needs coordinators, service agencies, and other individuals in implementing and coordinating support services for persons with disabilities. This handbook was written in accordance with the Carl Perkins Act and was designed to assist the reader in providing support services to vocational education students.

168 - Rumpel, F. (ed.). (1990). **Making the workplace accessible: Guidelines, costs and resources.** Washington, DC: Mainstream, Inc.

This document was designed to answer questions employers have with regard to making the workplace accessible to individuals with disabilities as mandated by the Americans with Disabilities Act. An accessibility checklist is included.

169 - Turnbull, H. R. (1990). **Free appropriate public education: The law and children with disabilities.** (3rd ed.). Denver, CO: Love Publishing Company.

The purpose of this book is to introduce the reader to the legal system, the history of federal legislation, and the concept of free and appropriate public education. In the second half of the book the authors discuss the right for every child to be included in a free appropriate publicly supported education system, nondiscriminatory classification, individualized and appropriate education, least restrictive placement, due process, and parent participation.

170 - West, J. (Ed.). (1991). **The Americans with Disabilities Act: From policy to practice.** New York, NY: Milbank Memorial Fund.

This book was designed to be used as a resource for businesses; industry; employers; local, state, and federal offices; outside agencies; and many other service providers and people. This book contains an explanation of the legal requirements of ADA and a synthesis of research. Articles are included that explain the history of the American with Disabilities Act.

Parental Support and Information

Parental Support and Information

171 - Carlisle, L. (1988). **Interagency collaboration: The parent's role.** Sacramento, CA: Department of Education.

This module describes the components and benefits of successful interagency cooperation. It also addresses the need for parental collaboration with education professionals.

172 - Davis, C. L. (1986). **A guide for parents of college-bound learning disabled high school students: Long Island University transition project learning how to learn. A high school/college linkage model to expand higher education opportunities for learning disabled students.** (Position Paper Series: Document No. 7). Brooklyn, NY: Long Island University.

This guide was designed to help students and parents go through a college selection process. Although this guide is written primarily for the parent of a child with learning disabilities, any parent would find this guide beneficial. The author has included such information as resources and services to ask for when looking at a college, how to choose a suitable college for a student with learning disabilities, and how to plan a college schedule.

173 - Dick, M. A., Moulin, L., Pellegrini, S., & Traub, J. (1988). **Building bridges: Strategies for parent-professional collaboration training for transition**. Sacramento, CA: Resources in Special Education.

The book provides strategies for developing successful parent professional collaboration. Topics include active and passive listening, communication, and conference techniques.

174 - Giele, J., Batemen, D., Turnbull, A.P., Turnbull, H. R. (1991). **Supported employment: A guide for families**. Lawrence, KA: University of Kansas, Beach Center on Families and Disabilities.

This booklet was written for families. It includes information on supported employment and a comparison of supported employment to employment in sheltered workshops.

175 - Human Services Development Institute, Center for Research and Advancement Study. (1987). **Making choices: A handbook for the transition from school to work for learning disabled young adults and their parents**. Portland, OR: University of Southern Maine.

This handbook is designed to be used students with learning disabled teenagers, their parents or guardians, and their families. The authors have included a list of options for students and families to consider upon leaving high school instead of continuing on in college.

176 - James-Manus, T. (1989). **Coming of age: A parent's guide to supported employment and transition from school to work.** Raleigh, NC: Employment Opportunities.

This handbook is designed for parents. It was designed to serve as a handbook focusing on supported employment and transition issues from school to work. The roles of parents are discussed, as well as future planning, estate planning, and government issues.

177 - Lee, M. R., & Katz, D. (1987). **Training parents as career educators of children with handicapping conditions: A manual for parent educators**. New York, NY: The Graduate School and University Center of the City University of New York, Institute for Research and Development in Occupational Education, Center for Advanced Study in Education.

The authors of this manual strongly believe that parents of children with special needs and parent-group facilitators need to have training on how to become more effective advocates for their child. This manual is geared specifically for parents of middle or junior-high-school aged children. The authors designed this manual to be used by trainers as a resource guide that will help parents in assisting their children to make career and education decision making goals.

178 - Mountain Plain Regional Resource Center (MPRRC). (1988). **A parent handbook: Transition from school to adult life**. DesMoines, IA: Author.

This handbook examines parents' responsibility in the transition process and explains how parents can take a more active role in the transition process to make it more successful for their child.

179 - National Information Center for Handicapped Children and Youth. (1988). **Transition summary: Self determination** (no. 5). Washington, DC: Author.

This issue of *Transition Summary* contains articles about how individuals with disabilities can become self-advocates through self-determination.

180 - PACER Center. (1988). **Opportunity knocking: The story of supported employment.** Minneapolis, MN: Author.

This booklet examines and explains how supported employment programs work and answers questions most often asked by parents.

181 - Phelps, L. A., Chaplin, C., & Kelly, A. (1987). **A parent's guide to vocational education** (No. 8). Washington, DC: National Information Center for Children and Youth with Disabilities.

It includes lists of clearinghouses and federally funded government programs in the areas of transition, parent resource centers around the country, and timelines when to begin transition services.

182 - Pueschel, S. M. (Ed.). (1988). **The young person with Down Syndrome: Transition from adolescence to adulthood.** Baltimore, MD: Paul H. Brookes Publishing Inc.

This book was designed to be used by parents of children with Downs Syndrome. Strategies and suggestions on how to plan for the future and the transition to adulthood are discussed by the author.

183 - Sample, P., Spencer, K., & Bean, G. (1990). **Transition planning: Creating positive futures for students with disabilities.** Fort Collins, CO: Colorado State University.

This book was designed as a manual for students, parents, educators, and adult service providers. The authors attempt to answer the questions: What are the dreams for the student after leaving school? What is the student able to do now? What does the student need? What is the student going to do this year?

184 - Struck, J. W. (1987). **A parent handbook: Transition from school to adult life.** DesMoines, IA: Iowa Department of Public Instruction.

This handbook provides parents of adolescents with disabilities with information, practical suggestions, and questions to consider as their child leaves high school and enters the adult working community. The handbook is divided into four sections: What is transition? Where are we going? Who can help us get there? What can you do?

185 - Sturomski, N., Myer, L. M., Trivelli, L. U., & Rooney, K. (1989). **Improving social skills: A guide for teenagers, young adults, and parents.** Washington, DC: Interstate Research Associates, Inc.

The goals of this document are to help families of young children and adolescents with disabilities help remediate their children's social skill deficits and teach necessary social skills. Chapters include: "How Surroundings Affect Behavior and Changes Can Make the Youth Succeed in the Community," "Communication Skills Necessary for Success," "Understanding Yourself and Your Decisions," "Suggestions for Following Directions," "Problem Solving," "Ways to Cope with Frustrations and Conflict," "Investigating Employment," and "After High School Options."

186 - The Supported Employment Parent Training Technical Assistance Project (SEPT/TA). **A reference manual for parent training about supported employment**. Minneapolis, MN. PACER Center, Inc.

This manual is an annotated bibliography of journal articles, books, audiovisual materials which has been developed to enable parents to become more familiar with supported employment. This manual is reviewed and updated every six months.

187 - Turnbull, H. R., Turnbull, A. P., Bronicki, G. J., Summers, J. A., & Roeder-Gordon, C. (1988). **Disability and the family: A guide to decisions for adulthood**. Baltimore, MD: Paul H. Brookes Publishing.

In this book the authors present an overview of future planning and the importance of consent and choice for persons with disabilities. The importance of social, leisure, residential, and vocational options are discussed, as well as information on legal and financial terms, support groups, and how to develop choices.

188 - Wilson, A., & Oswald, L. (1988). **Moving right along: A transition information manual for parents of high school student with special needs**. Farmington, UT: Davis County School District.

This document was designed to help high-school-aged youth with disabilities and their parents write transition plans. The authors have covered such areas as vocational education, rehabilitation, special services, advocacy groups, and support groups which are available in most communities.

Personnel Development

Personnel Development

189 - American Council on Rural Special Education. (1988). **Rural transition strategies that work**. Bellingham, WA: Author.

In this manual, the authors provide descriptions of over 50 exemplary rural transition programs. The authors have included strategies and practices which have been tested in rural areas that include ways to involve families in transition programs strategies for establishing prevocational curriculum, employer training, community education, and ways to find on-the-job training sites. Also included are suggestions for developing a business, using community members as trainers, transportation alternatives, and career planning and exploration.

190 - Bragman, R. S. (1991). **How to develop individualized transition plans.** Indian Rock Beach, FL: Aquarius Instructional.

This document was developed to assist in the development of Individual Transition Plans for the transition from school to work and community life. Suggestions are provided for students with disabilities to develop plans to meet their needs once they leave school. List of objectives are included for academic and cognitive areas, career and vocational skills, life skills, social and behavioral skills, community living, employment, and health and medical benefits.

191 - Eagle, E., Choy, S., Hoachlander, E. G., Stoddard, S., & Tuma, J. (1988). **Increasing vocational options for students with learning handicaps**. Berkeley, CA: Institute for the Study of Family, Work, and Community.

The authors describe steps that educators and other service providers can take to expand the opportunities of students with disabilities in vocational education programs. The authors state that students with special needs can be successfully mainstreamed into the vocational education program with the appropriate direction from professionals.

192 - Field, S., & Alien, M. (1988). **Managing diversity: Maximizing employee strengths and minimizing limitations. A training program to help first-line supervisors deal with differences and disabilities**. Seattle, WA: University of Washington, Experimental Education Unit.

This manual was designed to serve as a guide to enable trainers in presenting mini-workshops for first-line supervisors who employ persons with disabilities. The authors outline in the manual all the materials needed for conducting workshops, and individual activities and providing narratives that coincide with the lectures.

193 - Fradd, S. H., & Tikunoff, W. J. (Eds.). (1987). **Bilingual education and bilingual special education: A guide for administrators**. Waltham, MA: Little, Brown and Company.

The authors present a series of articles for administrators who are responsible for students with limited English proficiency, including students in special education. Topics included are legislation and litigation, instruction and instructional leadership, reducing bias in assessment, program planning, program development, and teacher development.

194 - Gavin, M. (Ed.). (1990). **Still puzzled about educating students with disabilities? Vocational preparation of students with disabilities.** Madison, WI: University of Wisconsin at Madison, The Vocational Studies Center.

This document was designed for preservice and inservice teachers, administrators, and support personnel. Topics include transition, supported employment, vocational assessment through the curriculum, and computers and technology.

195 - Halpern, A. S., & Nelson, D. J. (1988). **Secondary special education and transition teams procedures manual**. Carson City, NV: Nevada Department of Education.

Nevada uses "Transition Teams" throughout the state. The manual describes the development and evaluation of the transition teams and provides information to assist teams in getting started. The manual is divided into two parts. The first part provides guidelines that can be used by transition teams. The second part describes funding resources. The authors have included forms and other instruments that may be useful in assisting teams to do their work.

196 - Hobbs, T., & Allen, W. T. (1990). **Preparing for the future: A practical guide for developing individual transition plans.** Rohnert Park, CA: Sonoma State University, California Institute on Human Services.

This guide was written to assist parents and professionals in planning for the transition from school to work and community for individual with disabilities. An explanation of the transition process is included, as well as a timeline describing what to do and when to begin.

197 - Inge, K., Barcus, J. M., Brooke, V., & Everson, J. (1991). **Supported employment staff training manual.** Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.

This manual was designed for program developers and program trainers who are responsible for developing staff training programs in supported employment. Training examples and activities are included.

198 - Langone, J. (1990). **Teaching students with mild and moderate learning disabilities.** Needham Heights, MA: Allyn and Bacon.

This book provides necessary skills to help students with mild to moderate learning disabilities make the transition from school to work and community. The author stresses the need to teach vocational, social, and academic skills together and at the same time.

199 - Lavin, D., Noren, L., Prieve, K., & Gantenbein, A. (1990). **Tools of the trade: A hands on program to train supported employment personnel.** Menomonie: University of Wisconsin at Stout, Materials Development Center.

The seven books in this series were written for employment training specialists, supported employment specialists, job coaches, job trainers, and other personnel who place, train, and assist individuals with disabilities in the work place. Topics include managing the supported employment staff and programs, job development, behavior intervention, training and employment support, survival skills for supported employment staff, and more.

200 - National Center on Employment and Disability Human Resources Center. (no date). **Vocational rehabilitation for learning disabled adults: A handbook for rehabilitation professionals**. Albertson, NY: Author.

This guide was developed for use by educators and all service providers. The authors encourage each client or person with a disability to be provided with individualized service.

201 - North Carolina Department of Public Instruction, Division for Exceptional Children. (1987). **Transition and students with exceptionalities: A training manual**. Raleigh, NC: Author.

This manual contains a series of modules which were developed to assist with parent training, communication with students and their parents, transition planning, curriculum development, competitive employment, and recreation and leisure activities.

202 - McCarty, T., & Grabill, D. (1989). **Postsecondary vocational special needs coordinator's handbook.** Macomb, IL: Curriculum Publications Clearinghouse.

This book was designed to assist postsecondary vocational special needs coordinators and other individuals interested in beginning and coordinating supplementary support services for vocational special needs students. The Carl Perkins Vocational Rehabilitation Act of 1990 acts as a framework for this book. Some of the topics include communication, enlisting support, assessing students, accountability, guidance and counseling services for students with disabilities, and transition and job placement.

203 - North Carolina Department of Public Instruction, Division for Exceptional Children. (1987). **Transition from school to adult life: A handbook for service providers**. Raleigh, NC: Author.

This handbook was designed to assist school personnel, counselors, and other service providers in the planning for transition from school to adult life for persons with all types of disabilities. The authors provide a section in which they discuss the planning of transition and ways to provide transition services.

204 - PACER. (1988). **Students in transition using planning**. Minneapolis, MN: Author.

This is a resource manual comprised of mini-workshops that deal with transition issues. A section is included that explains postsecondary education opportunities, vocational training programs, financial aid, housing options, and other topics.

205 - Rehabilitation Research & Training Center. (no date). **Inservice training packet**. Richmond, VA: Virginia Commonwealth University.

This packet is a compilation of resources which focus on inservice training.

206 - Rusch, F. R., DeStefano, L., Chadsey-Rusch, J., Phelps, L.A., Szymanski, E. (Eds.). (1991). **Transition from school to adult life: Models, linkages, and policy.** Sycamore, IL: Sycamore Publishing Co.

This book was designed to serve as a guide for secondary school teachers, employers, employment training specialists, job coaches, and other personnel interested in solving the problems of underemployment, dependent living, and segregation of persons with disabilities. The authors address issues as they relate to school reform; program development and evaluation; transition from school to school, work, and community; and cultural and language issues.

207 - Warger, C. L., & Weiner, B. B. (Eds.). (1987). **Secondary special education: A guide to promising public school programs**. Reston, VA: The Council for Exceptional Children.

This guide was designed for administrators, directors, and other special education personnel who are responsible for designing and implementing secondary school programs for persons with disabilities. The focus of this book is on actual programs, special education options, program options, vocational education options, and special schools and centers.

School-To-Work Transition

SCHOOL-TO-WORK TRANSITION

208 - American Vocational Association, Division of Special Needs: Council for Exceptional Children, Division on Career Development: & National Association of Vocational Education Special Needs Personnel. (1985). **Decade of the disabled: Transition to work and life. Proceedings of the International Conference (3rd, Las Vegas, Nevada, October 9 - 12, 1985)**. Arlington VA: Author.

This packet contains 87 one-page abstracts. Topics consist of: career/vocational assessment, transition projects, elementary career development, rural education, severely handicapping conditions, personal/social adjustment, postsecondary education, business and industry linkages, and personnel preparation.

209 - Berkell, D. E., & Brown, J. M. (1989). **Transition from school to work for persons with disabilities**. White Plains, NY: Longman Inc.

This book presents the background of transition. The author addresses the main factors in the transition process and how current trends affect persons with special needs, professionals, and their families. This book covers such topics as the educator's role in the transition process; services for clients and their families; interagency collaboration; and the rights, roles, and responsibilities of the parents.

210 - California State Department of Education, Office of Special Education. (1986). **State-wide intraeducational and interagency approach to meeting the vocational needs of a wide range of disabled learners: Final report.** Sacramento, CA: Author.

This report summarizes the purpose, design, management, and evaluation of a program designed to improve employment preparation, development, and opportunity for learners with disabilities through preservice training of California personnel who teach vocational education and special education. This report concludes with 17 modules on topics which include state and federal legislation, funding, parental involvement for transition, and model vocational special needs programs. Each module includes competency descriptions, rationales, objectives, prerequisites, evaluation procedures, content outlines, learning activities, resources, and references.

211 - Chadsey-Rusch, J., Hanley-Maxwell, C., Phelps, L. A., & Rusch, F. R. (1986). **School-to-work transition issues and models.** Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This report contains four papers concerning school-to-work transition issues and models. Included are "Secondary Special Education and Transition from School to Work," "A Multi-Level Perspective on Job Terminations for Adults with Handicaps," "Introduction to Supported Work," and " The Ecology of the Workplace."

212 - Charner, I., & Fraser, B. S. (1988). **Youth and work: What we know, what we don't know, and what we need to know**. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family, and Citizenship.

A comprehensive analysis of research on the educational, occupational, and personal benefits youth accrue through work is presented in this working paper.

213 - The Council for Exceptional Children. (1987). **The transition of youth with disabilities to adult life: A position statement**. Reston, VA: The Division on Career Development and Transition.

This position paper was developed by the Division on Career Development and Transition and it outlines the organization's viewpoint on transition of individuals with disabilities from school to employment and independent living in the community.

214 - Dowling, J., & Hartwell, C. (1988). **Compendium of project profiles in 1988.** Champaign: University of Illinois, Secondary Transition Institute Intervention Effectiveness Institute.

This document is a directory of grants funded under the Office of Special Education and Rehabilitation Services Secondary and Transition Initiative. It also explains the role of the Transition Institute at Illinois and describes the Federal Transition Initiative. The authors provide a summary of each project, data collected for each project, and an evaluation of each project according to its characteristics.

215 - Duva, J., & Raley, G. (1988). **Transitional difficulties of out-of-home youth.** Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family, and Citizenship.

This paper focuses on foster-care youth and runaways and the special problems they encounter in preparation for the transition to adulthood. This paper also examines independent living programs that assist older out-of-home youth in preparation for life and work.

216 - The ERIC Clearinghouse on Adult, Career, and Vocational Education. (no date). **The role of vocational education in the transition of special needs youth.** Columbus, OH: The Ohio State University.

In this monograph, the authors discuss the responsibility of vocational education in the transition process for youth with special needs. It provides information on vocational adjustment, employability skills needed for successful placement, and the roles and responsibilities of education and educators.

217 - ERIC Clearinghouse on Adult, Career, and Vocational Education. (1987). **Role of vocational education in transition services for handicapped youth.** (ERIC Digest No. 47). Columbus, OH: The Ohio State University.

This is a one-page overview on transition. It describes how transition can be facilitated, the role of vocational education, and the benefits and problems of interagency collaboration.

218 - Gaylord-Ross, R. (Ed.). (1988). **Vocational education for persons with handicaps.** Mountain View, CA: Mayfield Publishing Co.

In this text the author describes the need for vocational and career preparation for persons with disabilities. Information is provided for the following professions: administration, business, counseling, economics, teaching (general and special), and psychology. The emphasis of this text is on effective vocational programs as well as research and policy.

219 - William T. Grant Foundation Commission on Work, Family and Citizenship. (1988, January). **The forgotten half: Non-college youth in America.** Washington, DC: Author.

This report gives the William T. Grant Foundation Commission's view on school to work transition for young adults in America. It includes the commission's rationale for the goals and policies set by public and private institutions. The authors discuss the realities and hardships youth of today face when trying to make a successful transition from school to independent living. The report contains four chapters that give suggestions on how to improve school-to-work transition.

220 - William T. Grant Foundation Commission on Work, Family, and Citizenship. (1988, November). **The forgotten half: Pathways to success for America's youth and young families. Final report.** Washington, DC: Author.

This report outlines the social and economic changes that have altered and challenged the effectiveness of the family and community. The authors discuss the difficulties youth face and ways to prevent these difficulties from occurring. This report suggests four major strategies to help youth enhance their entry into an occupation. Ways to enhance the relationship between youth and adults, increase interagency collaboration and increase public awareness of youth in the community, provide more beneficial employment opportunities for youth, strive to meet the goals of the Fair Chance: Youth Opportunities Demonstration Act are discussed.

221 - Harrell-Jones, K. L. (1988). **Career education from transition: Critical issues.** Athens, GA: The University of Georgia, Division of Vocational Education, College of Education.

This monograph is directed towards the classroom or career teacher who works with students having disabilities. It presents information on issues raised when discussing the importance of transition for youth with special needs. Topics include the needs of youth with handicaps, employability skills, job placements, legislation, and roles of the teachers and parents.

222 - Hayward, B. J., Adelman., N. E., & Apling, R. N. (1988, February). **Discussion papers for the National Assessment of Vocational Education. Exemplary secondary vocational education: An exploratory study of seven programs.** Washington, DC: National Assessment of Vocational Education, U.S. Department of Education.

The investigations commissioned by National Association of Vocational Education include ways to address the informational requests of Congress regarding the needs and achievements of vocational education under the Carl D. Perkins Act. A small exploratory study of exemplary secondary vocational education was conducted and reported on in this volume. Also included in this report are detailed case studies of seven effective high school vocational education programs or schools and a synthesis of major findings based on the case studies.

223 - Ianacone, R. N., & Stodden, R. A. (Eds.). (1987). **Transition issues and directions.** Reston, VA: The Council for Exceptional Children, Division on Mental Retardation.

This monograph addresses the transition needs of persons with mild and severe levels of mental retardation. The authors address the transitional phases of early childhood years, adolescent years, and adult years.

224 - Institute for the Study of Family, Work, and Community. (1987). **Improving the options of handicapped students in mainstream vocational education: Final report**. Berkley, CA: Author.

This report was prepared for the Office of Special Education and Rehabilitative Services (OSERS). In it the authors describe the obstacles and opportunities for improving the ability of vocational education programs to serve students with mild learning disabilities. The authors provide recommendations about vocational education, effective strategies, organization of the vocational curriculum, modification of teaching material, classroom assistance, interdepartmental coordination, teacher training, transition services, and administrative support.

225 - Ludlow, B. L., Turnbull, A. P., & Luckasson, R. (1988). **Transitions to adult life for people with mental retardation: Principles and practices**. Baltimore, MD: Paul H. Brookes Publishing Co.

The authors provide practical and realistic suggestions for designing, implementing, and evaluating transition programs for people with mental retardation. The authors discuss concepts, trends, programming goals and strategies, and legal and policy issues that are necessary to the implementation of a service delivery system for persons with mental retardation.

226 - Meers, G. D. (Ed.). (1987). **Handbook of vocational special needs education** (2nd ed.). Frederick, MD: Aspen Publishers, Inc.

The author presents a clear-cut explanation on how to translate federal mandates into effective vocational programs for secondary special education students. The author discusses a wide range of topics including assessing students needs; modifying programs and materials to meet the students needs; and coordinating training, job placements, and interagency collaboration. One section is devoted to the discussion of how to make students responsible for their progress.

227 - The National Information Center for Children and Youth with Handicaps (NICHCY). (1987). **Minority issues in special education: A portrait of the future (News Digest No. 9).** McLean, VA: Author.

The first section focuses on issues needed to improve services to minority children with disabilities. The author discusses the disproportionate number of minority children in special education and the increased number of minority children attending school throughout the United States. In the second section, the author provides suggestions for

getting more minority special education teachers, increasing the awareness of cultural diversity, and providing more community experiences for minorities.

228 - Phelps, L. A., (1985). **School to work transition for handicapped youth: Perspectives on education and training.** Illinois: Office of Career Development for Special Populations, University of Illinois.

This comprehensive discussion of the application of transition programs for individuals with mental retardation incorporates transition-related information from various perspectives including vocational education, vocational rehabilitation, and parents, which demonstrated the necessity of a collaborative approach in the implementation of transition services.

229 - Rehabilitation Research & Training Center. (no date). **Employer information packet.** Richmond, VA: Virginia Commonwealth University.

This document is a compilation of resources focusing on employer rights and responsibilities.

230 - Rehabilitation Research & Training Center. (No date). **General information on supported employment packet.** Richmond, VA: Virginia Commonwealth University.

This document is a compilation of resources focusing on supported employment information.

231 - Rehabilitation Research & Training Center. (No Date). **Transition packet.** Richmond, VA: Virginia Commonwealth University.

This document is a compilation of resources focusing on tr nsition information.

232 - Rusch, F. R., DeStefano, L., Chadsey-Rush, J., Phelps, L. A., Szymanski, E. (1992). **Transition from school to work.** Illinois: Sycamore Publishing Company.

This work compiles research from the leaders in the field of transition services. It is a comprehensive discussion of transition issues and practices that facilitates thought regarding philosophical and methodological issues.

233 - Sarkees, M. D., West, L. L., & Wircenski, J. (1988). **Vocational education programs for the disadvantaged (Information Series no. 329)**. Columbus, OH: The Ohio State University.

The authors describe several characteristics of disadvantaged youth. A definition of this population includes economically and academically disadvantaged as well as the limited English proficient. The authors also include strategies that can ensure equal access to vocational programs for disadvantaged youth.

234 - Sheets, R., Hahn, A., Lerman, R., & Butler, E. (1988). **Who will train and educate tomorrow's workers? The financing of non-college-bound young workers' recurrent education.** Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family, and Citizenship.

The authors discuss practical ways of achieving expanded postsecondary opportunities for noncollege-bound youth. This document provides a description of public, private, and cooperative strategies that can begin to close the gap between education and work.

235 - Wehman, P., Moon, M. S., Everson, J. M., Wood, W., & Barcus, J. M. (1988). **Transition from school to work: New challenges for youth with severe disabilities**. Baltimore, MD: Paul H. Brookes Publishing Co.

This book will serve as an excellent guide for the planning and implementation of academic and vocational programs for adolescents with disabilities. The authors focus on four key points: preparing for transition during the school years, beginning a transition plan, developing options for employment, and achieving successful employment placements. They have included an excellent annotated bibliography on supported employment and transition.

236 - Wolfe, E., & Gamble, L. (1988). **Programs and services for transition: A synthesis of options.** Sacramento, CA: Resources in Special Education.

This book provides a list and a description of several programs and services for the transition of students who are considered at risk. The goal of the text is to provide information about necessary life skills and to prepare at-risk students for meaningful employment and to improve the chances for a higher quality of life. The authors provide information for these four stages of life: birth through eighth grade, secondary school aged youth, young adulthood, and meaningful employment.

Part B

Resources

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

American Association for Adult and Continuing Education (AAACE)
1112 16th Street, NW
Suite 420
Washington DC 20036
(202) 463-6333

This agency is concerned with keeping its members up to date on issues that concern adult learning. They are a leading advocate for public issues in adult and continuing education at the various federal, state, and local levels.

American Association of Community and Junior Colleges
One Dupont Circle, NW
Suite 410
Washington DC 20036-1176
(202) 728-0200

This agency is concerned with the interests of public and private community colleges and junior colleges around the nation.

American Association for Counseling and Development (AACD)
5999 Stevenson Avenue
Alexandria VA 22304
(703) 823-9800

This agency is concerned with enhancing the counseling and human development profession. Its members work in all ranges of educational settings, mental health agencies, community organizations, correctional institutions, employment agencies, rehabilitation programs, government, business, industry, and private practice.

American Association for Vocational Instructional Materials (AAVIM)
120 Driftmier Engineering Center
University of Georgia
Athens GA 30602
(404) 542-2586
(800) 228-4689

This association produces vocational training materials. They are a consortium of state department of education representatives.

American Council on Education (ACE)
One Dupont Circle
Washington DC 20036-1193
(202) 939-9300

This agency focuses on discussion and decision making on higher education issues of national importance. They serve the national and regional higher education services

American Council for the Blind (ACB)
1010 Vermont Avenue, NW
Suite 1100
Washington DC 20005
(202) 393-3666

This council consists of individuals who are blind and who have visual impairments. These people work to improve the well-being of all individuals who are blind or visually impaired through vocational rehabilitation training. The council works to promote a greater understanding of blindness and the capabilities of blind and or individuals with visual impairments.

American Federation for the Blind (AFB)
15 W. 16th Street
New York NY 10011
(212) 620-2000
(212) 620-2147 (New York only)
(800) 232-5463

The goal of this association is to improve the standards of services for all individuals who are blind or visually impaired. They provide direct assistance and referral services with more than 700 agencies, schools, universities, senior centers, and businesses.

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville MD 20852
(301) 897-5700 (Voice/TDD)
(800) 638-8255

This association is concerned with communication behavior and disorders and is composed of speech-language pathologists and audiologists.

American Vocational Association (AVA)
1410 King Street
Alexandria VA 22314
(703) 683-3111
(800) 826-9972

The goal of this organization is to further develop and improve vocational education. The organization is composed of teachers, supervisors, administrators and other professionals involved in educational leadership who want to enhance the development of individuals for a position in the competitive work force.

American Vocational Association Special Needs Division (AVA/SND)
1410 King Street
Alexandria VA 22314
(703) 683-3111
(800) 826-9972

The goal of this organization is to develop professional attitudes among persons interested in or responsible for the development or operation of vocational programs for learners with special needs.

ASPIRA Association, Inc.
1112 16th Street, NW
Washington DC 20036
(202) 835-3600

This organization's goal is to serve Puerto Rican and Latino youth through leadership development and education. They work to decrease the dropout rate of these youth, encourage college attendance, and facilitate service to the Latino community.

Association for Children and Adults with Learning Disabilities (ACLD)
4156 Library Road
Pittsburgh PA 15234
(412) 341-1515

This organization is dedicated to the advancement of education and well-being of children and adults with learning disabilities.

Association for Experimental Education
Box 249-CU
Boulder CO 80309
(303) 492-1547

This group is dedicated to the concept of learning through direct experiences.

Association for Persons in Supported Employment (APSE)
5001 W. Broad Street, Suite 34
Richmond VA 23233
(804) 282-2513
FAX (804) 282-2513

This association was formed to improve and expand integrated employment opportunities and services for persons with severe disabilities.

Association for Retarded Citizens (ARC)
500 E. Boarder Street, Suite 300
Arlington TX 76010
(817) 261-6003
FAX: (817) 277-3491

This association's sole responsibility is improving the welfare of all persons with mental retardation and their families. It also provides services to parents and other individuals, organizations, and communities for jointly meeting the needs of persons with mental retardation.

Association on Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus OH 43221-0192
(614) 488-4972 (Voice/TDD)
FAX: (614) 488-1174

This association is dedicated to promoting full participation of individuals with disabilities in postsecondary education.

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Association for Supervision and Curriculum Development (ASCD)
125 N. West Street
Alexandria VA 22314
(703) 549-9110

The goal of this association is to improve education by increasing a leader's knowledge and skills in the areas of curriculum development, supervision, and instruction through publications, conferences, institutes, and research.

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE)
P.O. Box 21192
Columbus OH 43221
(614) 488-4972 (Voice/TDD)

The goal of this organization is to provide leadership, focus, and expertise for professionals and to promote full participation of individuals with disabilities in postsecondary education.

Bureau of Apprenticeship and Training
Employment and Training and Administration
200 Constitution Avenue, NW
Washington DC 20210
(202) 535-0540
FAX: (202) 535-0986

The goal of this bureau is to promote and encourage the establishing of apprenticeship programs and provide technical assistance to program sponsors.

Career Planning and Adult Development Network
4965 Sierra Road
San Jose CA 95132
(408) 559-4946
FAX: (408) 559-8211

The goal of this network is to make people aware of the current issues, events, news, books, materials and other resources that would be of interest to professionals in the area of career development and human resource.

Cities in Schools, Inc. (CIS)
401 Wythe Street, Suite 200
Alexandria VA 22314-1963
(703) 519-8999
(703) 519-7213

This organization is devoted to dropout prevention.

Correctional Education Association (CEA)
8025 Laurel Lakes Court
Laurel MD 20707
(301) 490-1440

This association is dedicated to serving educators and administrators who provide services to students in correctional settings.

Council for Exceptional Children (CEC)
1920 Association Drive
Reston VA 22091-1589
(703) 620-3660
FAX: (703) 264-9494

This organization is dedicated to improving the quality of education for all children with disabilities and children who are gifted. This organization has 17 different subdivisions.

Council for Learning Disabilities (CLD)
P.O. Box 40303
Overland Park KS 66204
(913) 492-8755

This organization has a field-based focus and promotes high standards for serving students with learning disabilities.

Council of Administrators of Special Education
615 16th Street NW
Albuquerque NM 87104
(505) 243-7622

This organization is designed to promote professional leadership and develop improved services for individuals with disabilities.

Council of Chief State School Officers (CCSSO)
379 Hall of the States
400 N Capitol Street NW
Washington DC 20001
(202) 393-8161

This organization is composed of heads of departments of elementary and secondary education in every state. It seeks to provide information on major educational issues and express views to civic and professional organizations, federal agencies, Congress, and to the public.

Cystic Fibrosis Foundation
6931 Arlington Road
Bethesda MD 20814
(301) 951-4422
(800) 344-4823

The goal of this organization is to assure development of the means to control and prevent cystic fibrosis and to improve the quality of life for people with this disease.

Disability Rights Education and Defense Fund, Inc. (DREDF)
2212 6th Street
Berkeley CA 94710
(415) 644-2555

This organization is dedicated to promote equal opportunities for persons with disabilities.

Division of Adult Education and Literacy (DAEL)
U.S. Department of Education, DAEL
Switzer Building, Room 4428
400 Maryland Ave, SW
Washington DC 20202-7240
(202) 732-2270
FAX: (202) 732-1973

This organization's goal is to provide a broad range of services for the education of adults (including individuals with disabilities and those who are limited English proficient) throughout the country and for promoting the development of adult education resources nationally.

Division of Physically Handicapped (DPH)
Council for Exceptional Children
1920 Association Drive
Reston VA 22901-1589
(703) 620-3660

The purpose of this organization is to promote quality education for all individuals with physical disabilities.

Division on Career Development and Transition (DCDT)
DCDT-CEC
1920 Association Drive
Reston VA 22091-1589
(703) 620-3660

The purpose of this organization is to promote and encourage professional growth, research, legislation, information dissemination, technical assistance, and interactions of persons involved in the career development and transition of individuals with disabilities.

Education Writers Association (EWA)
1001 Connecticut Ave, NW
Suite 300
Washington DC 20036
(202) 492-9680
FAX: (202) 872-4050

This organization works for the improvement of education reporting to the public.

Epilepsy Foundation of America
4351 Garden City Drive
Landover MS 20785-2267
(301) 459-3700
(800) 332-4050 (Professional Library)
(800) 332-1000 (Consumers)
FAX: (301) 577-2684

This organization supports many programs for information, referral, public and professional education, employment assistance, advocacy, and self-help.

Foundation of Children with Learning Disabilities (FCLD)
99 Park Avenue, 6th Floor
New York NY 10016
(212) 687-7211

The focus of this organization is to promote public awareness and provide national leadership on the behalf of persons with learning disabilities.

Foundation for Exceptional Children (FEC)
1920 Association Drive
Reston VA 22091
(703) 620-1054
FAX: (703) 264-9494

This foundation serves children and youth with severe disabilities as well as children who are gifted and talented through scholarships, grants, employment services, and national programs.

Fund for Equal Access to Society
7945 MacArthur Boulevard, Suite 204
Cabin John MD 20818
(301) 320-6185

This organization's goal is to serve as an advocate for full and equal access for individuals precluded from effective participation in society because of their disabilities.

Helen Keller National Center for Deaf-Blind Youth and Adults (HKNC)
111 Middle Neck Road
Sands Point NY 11050
(516) 944-8900 (Voice/TDD)
(800) 255-0411 (parents NPN use only)
FAX: (516) 944-7302

This organization provides comprehensive evaluation and vocational rehabilitation training for deaf-blind youth and adults.

Hispanic Policy Development Project (HPDP)
1001 Connecticut Ave, NW
Washington DC 20036
(202) 822-8414

This organization encourages the analysis of public and private policies and policy proposals affecting Hispanics in the United States.

Human Resources Development Institute
815 15th Street, NW
Washington DC 20005
(202) 638-3912
FAX: (202) 349-8941

This institute provides technical and informational services to help labor organizations participate effectively on planning councils under the federal Job Training Partnership Act.

Interstate Migrant Education Council (IMEC)
707 17th Street, Suite 2700
Denver CO 80202-3427
(303) 299-3680
FAX: (303) 296-8332

This council acts as a forum to help resolve educational difficulties experienced by mobile migrant students by promoting interstate cooperation.

Job Accommodation Network (JAN)
West Virginia University
809 Allen Hall
P.O. Box 6123
Morgantown WV 26507
(304) 293-7186
(800) 526-4698 (only WV voice/TDD)
(800) 526-4698 (Voice/TDD)
FAX: (304) 293-5047

This network works as an international information network of consulting resources and helps qualified individuals with disabilities to be hired and retained.

Job Opportunities for the Blind (JOB)
National Federation of the Blind
1800 Johnson Street
Baltimore MD 21230
(301) 659-9314
(800) 638-7518

This organization helps blind individuals find employment, helps employers find qualified employees, and conducts educational seminars about blindness for employers and career planning seminars for unemployed blind persons.

Learning How, Inc.
P.O. Box 35481
Charlotte NC 28235
(704) 376-4735

This organization is a support group for women with disabilities.

Little City Foundation
1760 W. Algonquin Road
Palatine IL 60067-4799
(312) 358-5510

This foundation's goal is to be a center for the creation and dissemination of innovative training programs for others serving persons with developmental disabilities. Little City is a residential training, treatment, evaluation, and habitation center for persons with mental retardation and other developmental disabilities.

Mainstream, Inc.
Publications Office
1030 15th Street, NW, Suite 1010
Washington, DC 20005
(202) 898-1400 (Voice/TDD)
FAX: (202) 408-0805

This institute provides technical assistance and training in all areas of disability employment. Its goal is to assist employers and service providers in moving persons with disabilities into the workplace.

Manpower Demonstration Research Corporation (MDRC)
3 Park Avenue
New York NY 10016-5936
(212) 532-3200
(800) 833-MDRC
FAX: (212) 684-0832

The goal of this organization is to develop, oversee, and study programs intended to increase the self-sufficiency of persons who are disadvantaged.

National Academy for Leadership Development
Center for Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus OH 43210
(614) 292-4353
(800) 848-4815

The focuses of this organization are the enhancement of leadership and serving the needs practicing administrators of vocational-technical-occupational and career education.

National Alliance of Business (NAB)
1201 New York Avenue, NW
Washington DC 20005
(202) 289-2888
FAX: 289-1303

The goal of this organization is to build a quality workforce. This center collects and disseminates information on workforce qua ity.

National Association for Developmental Education (NADE)
Department of Developmental Programs
The University of Akron
Akron OH 44325
(216) 375-7087

The goal of this organization is to promote educational opportunities, academic skill development, and student success, as well as improve theory and practice of developmental and remedial education in postsecondary institutions.

National Association for Industry-Education Cooperation (NAIEC)
235 Hendricks Boulevard
Buffalo NY 14226-3304
(716) 834-7047

This organization's goal is to advocate industry-education collaboration in school improvement and reform and preparation for work through career education at the local and state levels.

National Association for the Visually Handicapped (NAVH)
22 W. 21st Street
New York NY 10010
(212) 889-3141

This association serves the population who has partial sight with books and library materials in large print. They also provide literature for those professionals and individuals who work with individuals with partial sight.

National Association of Private Residential Resources (NAPRR)
6400H Steven Corners Place
Falls Church VA 22044
(703) 536-3311

This associatior represents and assists private agencies who provide residential services to individuals with mental retardation and or individuals who are developmentally delayed.

National Association of Private Schools for Exceptional Children (NAPSEC)
1625 Eye Street, NW
Suite 506
Washington DC 20006
(202) 223-2192

In conjunction with Congress and the Executive Branch, this organization works with national associations to insure that the need for private special education schools is considered in the development of national educational policy and law.

National Association of the Deaf (NAD)
814 Thayer Avenue
Silver Spring MD 20910
(301) 587-1788 (Voice/TDD)
(800) 638-1 '15 (Voice/TDD)

The goal of this association is to assure that a system of services is accessible to all persons with hearing impairments and enable them to achieve their maximum potential through increased independence, productivity, and integration into the community.

National Association of Vocational Education Special Needs Personnel (NAVESNP)
Iowa Department of Education
Grimes State Office Building
Des Moines IA 50319
(515) 281-3896
FAX: (515) 242-5988

This association works with individuals who are involved in meeting the vocational needs of individuals who are disabled, disadvantaged, or limited English proficient.

National Career Development Association (NCDA)
5999 Stevenson Avenue
Alexandria VA 22304
(301) 461-5574

This association works to increase the effectiveness of career development professionals. It was formerly the National Vocational Guidance Association.

National Center on Employment of the Deaf (NCED)
National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
P.O. Box 9887
Rochester NY 14623-0887
(716) 475-6834

This center was designed to promote successful employment opportunities for individuals who are deaf.

National Child Labor Committee (NCCE)
360 Huntington Avenue
Boston MA 02115-5005
(617) 437-3465
FAX: (617) 437-3402

This committee was designed to provide direct and technical assistance to programs that focus on youth-related issues, education, job training, and employment.

National Commission for Cooperative Education
360 Huntington Avenue
501 Stearns Center
Boston MA 02115-5005
(617)437-3778

This organization was designed to promote cooperative education.

National Commission for Employment Policy (NCEP)
1522 K Street, NW
Washington DC 20005
(202) 724-1545

This commission examines issues of development, coordination, and administration of employment and training programs for individuals with disabilities.

National Council of Independent Living Programs (NCILP)
Access Living
310 S. Peoria
Suite 201
Chicago IL 60607
(312) 226-5900

This association disseminates information about independent living and legislation that relates to independent living.

National Council on the Handicapped (NCH)
800 Independence Avenue, SW
Suite 814
Washington DC 20591
(202) 627-3846
(202) 267-3232,(TDD)
This council is appointed by the President and approved by Congress. They address, analyze, and make recommendation on issues of public policy which may affect individuals with disabilities.

National Easter Seals Society
Program Services Department
70 E. Lake Street
Chicago IL 60601
(312) 726-6200 (Voice)
(312-726-4258 (TDD)

This community-based health agency provides direct services for individuals with disabilities and their families, specifically helping such individuals and their families find and make use of resources that will help them develop their abilities.

National Federation for the Blind (NFB)
1800 Johnson Street
Baltimore MD 21230
(301) 659-9314

This organization works to fully integrate individuals who are blind into the community and workforce. They also refer individuals for appropriate resources.

National Foundation for Teaching Entrepreneurship to Handicapped and Disadvantaged Youth, Inc. (NFTE)
64 Fulton Street, Suite 700
New York NY 10038
(212) 233-1777
FAX: (212) 233-3992

This foundation's goal is to promote entrepreneurial literacy to economically or physically disadvantaged minority youth living in the inner cities and to help them start businesses.

National Industries for the Severely Handicapped (NISH)
2235 Cedar Lane
Vienna VA 22812-5200
(703) 560-6800

The goal of this organization is to provide employment opportunities for persons with severe disabilities by providing comprehensive technical assistance and related support services to qualified nonprofit agencies.

National Information Center on Deafness (NICD)
Gallaudet University
Merrill Learning Center, LE 55
800 Florida Avenue, NE
Washington DC 20002
(202) 651-5051
(202) 651-5052 (TDD)

This organization collects, develops, and disseminates information on deafness and hearing loss.

National Institute for Work and Learning (NIWL)
1255 23rd Street, NW
Washington DC 20037
(202) 862-8845

The goal of this organization is to improve the relationship through collaboration between education and the workforce and specifically among employers, unions, and community organizations.

National Institute on Disability and Rehabilitation Research (NIDRR)
U.S. Department of Education
400 Maryland Avenue, SW
Room 3060 MES
Washington DC 20202-2572
(202) 732-1134 (Voice)
(202) 732-5074 (TDD)
FAX: (202) 732-5015

This organization seeks to further the independence of individuals with disabilities through the rehabilitation process.

National Network of Learning Disabled Adults (NNLDA)
800 N 82nd Street, Suite F2
Scottsdale AZ 85257
(602) 941-5112

This association seeks to improve public and self images of adults with disabilities, develop communication skills, provide assistance to employers, and encourage the formation of support groups for adults with learning disabilities.

National Network of Parent Centers
TAPP Network
Technical Assistance for Parent Programs
312 Stuart Street, 2nd Floor
Boston MA 02116
(617) 482-2915

This association coordinates many federally funded parent training projects and information centers.

National Organization on Disability (NOD)
910 16th Street NW
Suite 600, 6th Floor
Washington DC 20006
(202)293-5960
(800) 248-ABLE

This organization promotes the full integration of persons with disabilities into community and the work place.

National Puerto Rican Coalition (NPRC)
1700 K Street, NW
Suite 500
Washington DC 20006
(202) 223-3915

This coalition seeks to improve the social, economic, and public image of Puerto Ricans and decrease the dropout rate of Puerto Rican students.

National Rehabilitation Association (NRA)
633 S. Washington Street
Alexandria VA 22314-4193
(703) 715-9090
(703) 715-9209 (TDD)
FAX: (703) 715-1058

This association is designed to be an advocate for individuals with disabilities. They seek to create legislation that would promote the development of education and training programs for individuals with disabilities.

National Rural Development Institute
359 Miller Hall
Western Washington University
Bellingham WA 98225
(206) 676-3576

This organization is dedicated to the promotion and dedication of rural and small school education.

National Technical Institute for the Deaf (NTID)
College of RIT
One Lomb Memorial Drive
P.O. Box 9887
Rochester NY 14623-0887
(716) 475-6400 (Voice/TDD)

This organization is dedicated to the education of deaf students. They help provide deaf students the opportunity to go to college in a hearing environment and make the transition to a hearing society easier and more effective.

Office of Disease Prevention and Health Information Center (ODPHD)
National Health Information Center (ONHIC)
P.O. Box 1133
Washington DC 20013-1133
(800) 336-4797
(301) 565 4167 (Maryland only)

This coalition's goal is to identify health resources, channel the requests for this information, and develop resources on health-related topics that will be of interest to health professionals and the general public.

Office of Special Education Programs
U.S. Department of Education
400 Maryland Ave SW
Switzer Building, Room 3072, M/S 2313
Washington DC 20202
(202) 732-1068

This office provides information concerning education for individuals with disabilities.

President's Committee on Employment of People with Disabilities (PCEPD)
1331 F Street, NW
Washington DC 20004-1107
(202) 376-6200 (Voice)
(202) 376--6205 (TDD)
FAX: (202) 376-6219

This committee seeks to provide information and assistance concerning employment opportunities for individuals with disabilities.

Program Improvement Branch (PIB)
U.S. Department of Education
Division of Adult Education and Literacy
PIB
400 Maryland Avenue, SW
Washington DC 20202-7240
(202) 732-2385

This organization assists states in the improvement of instructional programs, teacher training, special projects, and the use of volunteers in adult education.

Public Interest Law Center of Philadelphia (PILCOP)
125 S. 9th Street, Room 700
Philadelphia PA 19107
(215) 627-7100

The goal of this organization is to provide service to individuals and community groups who have been without legal assistance and to increase their economic and physical well being through provision of a full range of legal services.

Public Offender Counselor Association (POCA)
30 Techumseh Trail
Browns Mills NJ 08015
(609) 893-5299

The focus of this association is to advocate the development of effective counseling and rehabilitation programs for adult and juvenile public offenders and their families.

Public/Private Ventures (P/PV), Inc.
399 Market Street
Philadelphia PA 19106-2178
(215) 592-9099

This corporation designs, manages, and evaluates social policy initiatives to help young people become productively employed and self-sufficient.

RESNA: Association for the Advancement of Rehabilitation Technology
1101 Connecticut Ave., Suite 700
Washington DC 20036
(202) 857-1199

This organization's goal is to provide leadership and foster advancement and use of rehabilitation technology.

Secondary Education and Transitional Programs Branch
U. S. Department of Education
Secondary Education and Transitional Programs Branch
400 Maryland Avenue, SW
Washington DC 20202
(202) 732-1163
FAX: (202) 732-5971

This group seeks involvement of professionals in developing model transition programs.

Secondary Commission on Achieving Necessary Skills (SCANS)
200 Constitution Ave, NW
Washington DC 20210
(202) 523-4840
(800) 788-7545
FAX: (202) 523-0467

This commission seeks to define the skills that individuals need to become productive members of the workforce and to bridge the gap between educational institutions and employers.

SER-Jobs for Progress
100 Decker Drive, Suite 200
Irving TX 75062
(214) 541-0616
FAX: (214) 650-1860

This organization promotes literacy instruction, academic remediation, functional coping skills, work search skills, vocational skills instruction, and placement to Hispanics, recent immigrants, the disadvantaged, and persons with limited English proficiency.

University Council for Vocational Education (UCVE)
203 A Agricultural
Administration Building
2120 Fyffe Road
Columbus OH 43210
(614) 297-4624

The goal of this organization is to become a recognized force in shaping the future of vocational education through the improving of policy and practices of education.

Vocational Evaluation and Work Adjustment Association (VEWAA)
P.O. Box F, Mail Stop 0581
Juneau AK 99811
(907) 465-2814
(800) 478-4467
FAX: (907) 465-2856

This group works to keep legislators informed about the needs of individuals with disabilities and advocate for federal and state funding for programs servicing people with disabilities.

Women in Community Service, Inc. (WICS)
1900 N. Beauregard Street
Suite 103
Alexandria VA 22310
(703) 671-0500
(800) 562-2677

This organization works in communities to improve the quality of life for women and youth in poverty by providing opportunities in education, vocational training, employment development, and dependent care.

Work, Achievement, Values and Education, Inc. (WAVE)
501 School Street, SW
Suite 600
Washington DC 20024
(202) 484-0103
(800) 274-2005

This organization provides training services to community-based organizations, schools, and government agencies across the country to address dropout prevention and recovery.

Wider Opportunities for Women (WOW)
1325 G Street, NW, Lower Level
Washington DC 20005
(202) 638-3143
FAX: (202) 638-4885

This organization seeks to achieve economic independence and equal opportunities for women and girls. They provide information on employment information, counseling, training, and jobs.

NATIONAL CLEARNINGHOUSES

NATIONAL CLEARINGHOUSES

Clearinghouse on Disability Information
Office of Special Education and Rehabilitative Services
Room 3123 Switzer Building
330 C Street, SW
Washington DC 20202-2524
(202) 732-1723

Clearinghouse on the Handicapped
U.S. Department of Education
330 C. Street, SW
Room 3123 Switzer Building
Washington DC 20202-2524
(202) 732-1250

ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston VA 22091
(703) 620-3660

ERIC Clearinghouse on Adult, Career,
and Vocational Education (ERIC/ACVE)
The Ohio State University
1960 Kenny Road
Columbus OH 43210-1090
(614) 486-3655 (OH, AK, HI)
(800) 848-4815
FAX: (614) 292-1260

HEATH Higher Education and Adult Training for People with Handicaps
American Council on Education
One Dupont Circle, NW, Suite 800
Washington DC 20036-1193
(202) 939-9320
(800) 544-3284

Juvenile Justice Clearinghouse
Office of Juvenile Justice and Delinquency Prevention
U.S. Department of Justice
Box 600
Rockville MD 20850
(301) 251-5500
(800) 638-8736

National Clearinghouse of Rehabilitation Training Materials (NCHRTM)
816 W. Sixth Street
Oklahoma State University
Stillwater OK 74078
(405) 624-7650
FAX: (405) 624-0695

National Clearinghouse on Women and Girls with Disabilities
114 E. 32nd Street
New York NY 10016
(212) 725-1803

National Dropout Prevention Center (NDPC)
Clemson University
Clemson SC 29634-5111
(803) 656-2599
(800) 868-3475 (SC residents only)
FAX: (803) 656-0136

NICHCY: National Information Center for Children
and Youth with Disabilities
P.O. Box 1492
Washington DC 20013
(202) 893-6061 (Voice/TDD)
(800) 695-0285 (recorded message)

Self-Help Clearinghouse
St. Clares-Riverside Medical Center
Pocono Road
Denville NJ 07834
(210) 625-9565

COMPUTER-BASED INFORMATION NETWORKS

Computer-Based Information Networks

ADVOCNET
NCRVE
1995 University Avenue, Suite 375
Berkeley CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX (510) 642-2124

ADVOCNET links educators, professional, and other service providers via message exchanges, bulletin boards, and teleconferencing. The goal of ADVOCNET is to provide information concerning workshops, conferences, new products, and special interest topics in the area of vocational education and general vocation skills.

SpecialNet
GTE Education Services
8505 Freeport Parkway, Suite 600
Irving TX 75063
(800) 468-8550

SpecialNet is available 24 hours a day, seven days a week. It is a computer-based information network designed for professionals in education. This organization has more than 50 national bulletin boards, including transition, rural and special education, legislation, and more. The databases will allow the user to store information for a later date.

DATABASES

Databases

ABLEDATA
Adaptive Equipment Center
181 E. Cedar Street
Newington CT 06111
(800) 346-2742

ABLEDATA is a computerized listing and description of more than 15,000 commercially available products for rehabilitation and independent living.

Developmental Disabilities Technology Library (DDTL)
Association for Retarded Citizens
2501 Avenue J
Arlington TX 76006
(817) 640-0204

This database contains information on publications, resource agencies, and vendors of assistive devices on the application of advanced technology and assistive devices for youth and adults with disabilities. Developmental Disabilities Technology Library can be accessed through the Developmental Disabilities Connection electronic mail and bulletin board service.

EdLINC
P.O. Box 14325
Columbus OH 43214
(800) 736-1405
FAX (614) 433-0852

EdLINC provides free services to professionals specifically in the media field, as well as anyone else desiring information on finding, recommending, and or purchasing materials dealing with instruction. EdLINC also provides information on school material (e.g., assessment information, software, books, audiovisual materials, and computer materials and information).

ERIC
U. S. Department of Education
Office of Educational Research and Improvement (OERI)
Washington DC 20208
(202) 219-2088

Educational Resources Information Center (ERIC) was designed to assist individuals to access information on education. ERIC contains articles, abstracts, and copies of information found in journals, books, and microfiche. On-line access and computer searches are available.

National Information Center for Educational Media
NICEM
Publishing Division, Access Innovations, Inc.
P.O. Box 40130
Albuquerque NM 87196
(505) 265-3591
(800) 468-3453
FAX: (505) 256-1080

All subjects that apply to learning are included in this database. It covers all nonprint media intended for use in education from preschool to graduate school, professional school levels, and vocational training. Special emphasis is placed on vocational and technical education, guidance and counseling, and special education.

OPEN ACCESS Publishing Group
P.O. Box 889
Warrenton VA 22186
(703) 439-1492

This publishing group maintains three IBM (or compatible computer) databases. The databases are user-friendly and will allow the user to access information on programs, titles, publishers, curriculum area, grade level, and disability. The SpecialWare Database is designed to enable professionals to identify software appropriate for students with disabilities.

Research in Vocational Education (RIVE)
BRS Information Technologies, Inc.
1200 Route 7
Latham NY 12110
(800) 289-4277

This database contains information on state and federally administered vocational education programs improvement.

National Center for Research in Vocational Education (NCRVE)
Technical Center for Research in Vocational Education (TASPP)
Computerized Information Base
NCRVE - TASPP
University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign IL 61820
(217) 333-0807

This center will design personalized searches for practitioners, researchers, policy makers, and other professionals interested in the field of vocational education for persons with disabilities. Some topics include transition, individuals with limited English proficiency, integrating vocational education with academics, and any other topic.

Vocational Educational Curriculum Materials (VECM) Database
1995 University Avenue, Suite 375
Berkeley CA 94704
(510) 642-3798
(800) 762-4093

This database provides on-line computer information on curriculum supplies, in and out of print. It has information on textbooks, workbooks, slides, videos, tapes, and software. The database also provides information that has been designed for individuals with disabilities or limited English speaking ability and the disadvantaged.

JOURNALS

Journals

ACCENT on Living Magazine
Cheever Publishing, Inc.
Gillum Road and High Drive
P.O. Box 700
Bloomington IL 61702

ACCENT publishes articles which focus on the day-to-day needs of persons with disabilities.

American Journal of Mental Retardation
1719 Kalorama Road, N.W.
Washington DC 20009-2684

This bimonthly journal has a medical-scientific research theme. It focuses on increasing the awareness of mental retardation and its treatment and prevention.

American Rehabilitation
U.S. Department of Rehabilitation Services Administration
U.S. Department of Education
Mary E. Switzer Building, Room 3212
330 C. Street, S.W.
Washington DC 20202

This journal focuses on federally funded programs for persons with disabilities.

Behavior Modification
Sage Publications Inc.
275 S. Beverly Drive
Beverly Hills CA 90212

This journal published quarterly focuses on research and clinical papers on applied behavior modification.

Career Development For Exceptional Individuals (CDEI)
The Council for Exceptional Children
Department CF88 M
1920 Association Drive
Reston VA 22091-1598

This journal is published semiannually and focuses on the knowledge of career development for individuals with disabilities.

The Career Development Quarterly
AACD Order Services
5999 Stevenson Avenue
Alexandria VA 22304

This journal, published quarterly, is primarily designed for practitioners and is read by professionals in the area of career counseling and career education.

The Disability Accommodation Digest
Association on Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221-0192

This journal is published quarterly. It contains information about the implementation and enforcement of Section 505 of the Rehabilitation Act and the Americans with Disabilities Act.

Education and Training in Mental Retardation
Council for Exceptional Children
Division of Mental Retardation
1920 Association Drive
Reston Va 22091-1589

This journal focuses on the education, training, assessment, community understanding, legislation, and welfare of persons with mental retardation.

Education of the Visually Handicapped
Heldref Publications
4000 Albermarle Street, N.W.
Washington DC 20016

This journal is published quarterly and is geared to teachers and parents of students with visual handicaps.

Exceptional Children
The Council for Exceptional Children
Department CF88 M
1920 Association Drive
Reston Va 22091-1589

This journal is published six times per year and its focus is on research studies, reviews of books and films, and discussions of currents trends in special education.

Exceptional Parent
1170 Commonwealth Avenue
3rd floor
Boston MA 02134

This journal is geared to parents of children with disabilities. The articles offer practical suggestions and guidance for parents.

Focus on Exceptional Children
Love Publishing Co.
1777 S. Bellaire Street
Denver CO 80222

This journal is published nine times per year and focuses on service to those professionals who deal with students with disabilities.

Journal for Vocational Special Needs Education
518 E. Nebraska Hall
University of Nebraska
Lincoln, NE 68588-0515

This journal is published three times per year and is geared for personnel involved in the vocational education of students with disabilities and state department vocational educational programs.

Journal of Career Development
Human Services Press
72 Fifth Avenue
New York NY 10011-8004

This journal covers such topics as career education, adult career education, and career development of special needs populations. It is geared for the public, policy makers, and professionals in the field of career development.

Journal of College Student Development
AACD Order Services
5999 Stevenson Ave
Alexandria Va 22304

This journal is designed for personnel involved with college and student life issues and focuses on the needs of students with disabilities and career planning.

Journal of Employment Counseling
American Association for Counseling and Development (AACD)
Order Services
5999 Stevenson Avenue
Alexandria VA 22304

This journal, published quarterly, is written for employment counselors, education counselors, vocational counselors, college placement counselors and counselors in business and industry. It covers topics of theory and practice.

Journal of Leaning Disabilities
PRO-ED
5341 Industrial Oaks Blvd.
Austin TX 78735-8809

This journal is published 10 times per year. The articles relate to learning disabilities with a focus on theory, research, and practice.

Journal of Postsecondary Education and Disability
P. O. Box 21192
Columbus OH 43221

This journal is published quarterly. It provides articles on research, policies, and programs as they deal with postsecondary education.

Journal of Rehabilitation Research and Development
VA Prosthetics Research and Development Center
103 S. Gay Street
Baltimore, MD 21202

This journal is published quarterly. Its focus is rehabilitation technolc gy.

Journal of Rural and Small Schools
National Rural Development Institute
Western Washington University
Miller Hall 359
Bellingham WA 98225

This journal offers practical articles for rural and small school administrators and personnel. Articles focus on school service delivery problems, applied theory research, transition, state education models, school board strategies, and unique school/business partnerships.

Journal of Special Education Technology
JSET, Peabody College
Box 328
Vanderbilt University
Nashville TN 37203

This journal contains a wide range of articles on learning disabilities.

Journal of the Association for Persons with Severe Handicaps (JASH)
7010 Roosevelt Way, N.E.
Seattle WA 98115

This journal is published quarterly. Its focus is on instructional procedures; it reviews research findings, position papers, program descriptions, and case studies.

Journal of Vocational Rehabilitation
Andover Medical Publishers
Journals Fulfillment
80 Montvale Avenue
Stoneham MA 02180

This journal is published quarterly. It contains information on vocational rehabilitation and specifically school-to-work transition, supported employment, psychiatric impairment, career placements, and visual impairments.

Learning Disabilities Quarterly
Council for Learning Disabilities (CLD)
P.O. Box 40303
Overland Park KS 66204

This journal features articles that have a direct relationship to learning and education for students with learning disabilities.

Measurement and Evaluation in Counseling and Development
AACD Order Services
5999 Stevenson Avenue
Alexandria Va 22034

This journal is published quarterly. Articles focus on measurement and evaluation, research, and applications for professionals in the field of education.

Mental Retardation
1719 Kalorama Road, N.W.
Washington DC 20009

This journal is published bimonthly. Its focus is on meeting the needs of health care professionals, educators, and advocacy organizations as they work with families and persons with mental retardation.

Occupational OUTLOOK QUARTERLY
Bureau of Labor Statistics
Publications Sales Center
P.O. Box 2145
Chicago IL 60690

This journal is published quarterly. It contains information on occupational and career information, labor statistics, job seeking, and trends in occupations.

Phi Delta KAPPAN
Eighth Street and Union Avenue
P.O. Box 789
Bloomington IN 47402-0789
This journal contains articles concerned with educational research, service, and leadership with an emphasis on issues, trends, and policy.

The Pointer
Heldref Publications
4000 Albermarle Street, S.W., Suite 302
Washington DC 20016

This journal is published quarterly. It is geared for parents and educators of students with special needs. Articles highlight programs and practices that will assist children in succeeding in school.

Remedial and Special Education (RASE)
PRO-ED
5341 Industrial Oaks Boulevard
Austin TX 78735-8809

This journal is published six times per year. The articles in RASE cover general special education topics. Included in this journal are book reviews, interviews, assessment methods, research studies, literature reviews, and special interest topics.

Rehabilitation Counseling Bulletin
AACD Order Services
5999 Stevenson Avenue
Alexandria VA 22304

This journal is published quarterly. It is designed for educators, researchers, and other service providers who deliver services to individuals with disabilities. One of the major focuses of this journal is on vocational rehabilitation programming and training.

Rehabilitation Literature
National Easter Seal Society
2023 W. Ogden Avenue
Chicago IL 60617

This journal is published bimonthly. It is geared for all persons interested in the rehabilitation of persons with disabilities.

Rural Special Education Quarterly
Miller Hall 359
Western Washington University
Bellingham WA 98225

This journal is published quarterly. The articles focus on rural special education and other topics concerning the rural individual with disabilities and the rural community.

Teacher Education and Special Education
Special Press
11230 W. Avenue, Suite 3205
San Antonio TX 78213

This journal is published by the Teacher Education Division of the Council for Exceptional Children. The articles focus on critical issues as they shape the future of teacher education.

TESOL Quarterly (Teachers of English and Speakers of Other Languages)
TESOL Central Office
1118 22nd Street, N.W., Suite 205
Washington DC 20037

This journal is published quarterly. The articles are of particular interest for those who teach English as a second language.

Training and Development Journal
American Society for Training and Development
1630 Duke Street
Alexandria VA 22313

This journal is published monthly. It deals with topics concerning business, economics, education, and communication.

Vocational Education Journal
American Vocational Association
1410 King Street
Alexandria VA 22314

This journal is published on a semi-monthly basis. It includes articles on such topics as vocational education, employment, technology, and promising trends and practices.

Vocational Evaluation and Work Adjustment Bulletin (VEWAA)
3600 Bragaw
Anchorage AK 99504

This bulletin is published quarterly. It is the official publication of the Vocational Evaluation and Work Adjustment Association, which is a publication of the National Rehabilitation Association.

Work: A Journal of Prevention, Assessment & Rehabilitation
Andover Medical Publishers
Journals Fulfillment
80 Montvale Avenue
Stoneham MA 02180

This journal is published quarterly. Its focuses on injury prevention, work assessment, and rehabilitation.

Worklife: A Publication on Employment and People with Disabilities
The President's Committee on Employment of People with Disabilities
1331 F Street NW
Washington DC 20004-6200

This journal is published quarterly. The articles focus on issues of interest to employers and persons with disabilities seeking employment.

NEWSLETTERS

Newsletters

ABLE
Center for Slower Learners
4949 Westgrove, #180
Dallas TX 75248
(214) 407-9277

This newsletter is published quarterly. It is geared towards those individuals working with those students who are identified slow learners, yet do not qualify for special education. The newsletter includes information on conferences, workshops, social skills, organizational skills, parent involvement, legislation, research, and questions and answers.

The Advance
Association for Persons in Supported Employment (ASPE)
5001 W. Broad Street, Suite 34
Richmond VA 23230
(804) 282-3655

This newsletter is published quarterly. It provides educational support and facilitate communication and efforts between persons involved in supported work experiences for persons with severe disabilities.

Advocate
Parent Advocacy Coalition for Educational Rights Center (PACER)
4826 Chicago Avenue, S.
Minneapolis MN 55417-1055
(612) 827-2966

This newsletter is published six times a year. It is designed to assist parents and other professionals in understanding issues concerning children and young adults with learning disabilities. Some topical areas include legislation, educational issues, Americans with Disabilities Act, and health issues.

Beacon
Sangamon State University, F-2
Springfield IL 62794-9243

This is published quarterly in association with the American Vocational Education Research Association. Its focus is to prepare individuals for responsible positions in vocational education research.

Career Education News
Diversified Learning
72-300 Valiant Road
Rancho Mirage CA 92270

This newsletter is published twice a month. It covers topics that deal with career education, school-to-work transition, industry education collaboration, and all levels of academic and vocational education.

Career Opportunities News
Garrett Park Press
Garret Park MD 20896

This is published six times a year. It contains information on employment trends, free and inexpensive career materials, new reports and books, liberal arts education and careers, minority and women's interests, conferences, financial aid, and women and careers.

Career Planning and Adult Development Network Newsletter
Career Planning and Adult Development Network
4965 Sierra Road
San Jose CA 95132

This newsletter provides information on current issues, events, and resources of professional interest about career planning and human resources development.

Centerwork
National Center for Research in Vocational Education
University of California at Berkeley
1995 University Ave, Suite 375
Berkeley CA 94704

This newsletter contains information on the Center's activities in the areas of research, products, upcoming conferences, and available technical assistance.

Change Agent
National Center for Research in Vocational Education
1995 University Avenue, Suite 375
Drawer CH
Berkeley CA 94704

This newsletter is published three times a year. It contains best practices, applied research, and resources on topics that include Technology Preparation, integrating academic and vocational education, and serving students with special needs.

Community Integration
Rehabilitation Research and Training Center on Community Integration of Persons with Traumatic Brain Injury
SUNY
197 Farber Hall
3435 Main Street
Buffalo NY 14214

The focus of this newsletter is on successful re-entry into the community.

The Community, Technical, and Junior College TIMES
American Association of Community and Junior Colleges (AACJC)
AACJC Publications Sales
2700 Prosperity Avenue
Fairfax VA 22301

This newsletter is published biweekly. It contains information on statistical research and data, legislation updates, effective programs and practices, resources, and funding opportunities for professionals involved in programs at the community college, junior college, or technical institute levels.

Concerns
CCSSO Resource Center on Educational Equity
One Massachusetts Avenue NW, Suite 700
Washington DC 20001-1431

This newsletter published by the Council of Chief State School Officers Resource Center on Educational Equity publishes articles on educational issues and policy concerns.

Connections
National Center for Youth with Disabilities
Box 721
University of Minnesota
Hospital and Clinic
Minneapolis MN 55454

This newsletter is published quarterly. It contains information geared for persons concerned with adolescents with chronic illness or disability and their transition to adult life.

Education Daily
Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria VA 22314-2053

This newsletter is published daily. It contains information on educational issues, education policy, funding, legislative updates, and reviews of the latest resources available for persons with disabilities.

Employment and Training Reporter
Bureau of National Affairs, Inc.
1231 25th Street, N.W.
Washington DC

This newsletter is published weekly. Articles include information on legislative actions, regulations, policy shifts, and how to analyze needs in order to select the appropriate service agency.

Education of the Handicapped
1101 King Street
P.O. Box 1453
Alexandria Va 22313-2053

This newsletter is published biweekly. It contains information on federal legislation, regulations, programs, and funding for educating children with disabilities.

ERIC/ACVE Notes on Employment and Training
The Ohio State University
1960 Kenny Road
Columbus OH 43210-1090

This is published twice a year. It covers information and resources about ERIC products and services.

ERIC Clearinghouse on Handicapped and Gifted Children Information Bulletin
Council for Exceptional Children
1920 Association Drive
Reston VA 22091-1589

This bulletin publishes resources and publications available concerning the education for persons with special needs and gifted education.

Ethnic and Multicultural Bulletin
Council for Exceptional Children
1920 Association Drive
Reston VA 22091-1589

This bulletin offers information on activities and resources regarding ethnic and multicultural issues.

Exceptional News
Center for Persons with Disabilities
Utah State University
Logan UT 84322-6845

This newsletter is published quarterly. It contains information on research, legislation, conferences, and workshops on children and adults with developmental disabilities.

Family and Disability Newsletter
Beach Center on Families and Disability
University of Kansas
c/o Institute for Life Span Studies
Lawrence KS 66045

This newsletter is published three times a year. It is geared toward families of people with disabilities and their experiences in the transition process.

The *Florida* Network News
The *Florida* Network
The University of Florida
G 315 Norman Hall
Gainesville FL 32611

This newsletter is published quarterly. It highlights best practices, current trends and issues and new materials. Topical areas include transition, drop out prevention, supported employment, vocational education, independent living, employer's perspective, and updates of Florida Network products and services.

The Forum
Ohio Coalition for the Education of Handicapped Children
933 High Street, Suite 106
Worthington OH 43805

This newsletter covers information on educational programs for individuals with disabilities, as well as state and federal information.

IDEAS
IDEAS Project
World Institute on Disability
510 16th Street, Suite 100
Oakland CA 94612-1500

This newsletter publishes the activities implemented by the International Disability Exchanges and Studies Project. Information is exchanged with foreign researchers, specialists, and institutions.

In the Mainstream
3 Bethesda Metro Center, Suite 830
Bethesda MD 20814
This newsletter is published bimonthly. It contains eight articles about tips, trends and resources on the issues of mainstreaming persons with disabilities.

Information from HEATH
HEATH Resource Center
One Dupont Center
Washington DC 20036

This is published three times a year. It provides information and resources on the education of individuals with disabilities.

Informational Forum Networking
National Parent Network on Disabilities
1600 Prince Street, Suite 115
Alexandria Va 22314

This newsletter provides information necessary to empower parents in influencing and affecting policy issues concerning the needs of individuals with disabilities and their families.

Innovations: Statewide Systems Change Project
University of New Hampshire
Institute on Disability and New Hampshire Special Education Bureau
Office for Training and Educational Innovations
Concord Center
10 Ferry Street, # 14
Concord NH 03301

All information in this newsletter deals with inclusion of students with disabilities into the regular classroom situations.

Interchange
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign IL 61820

This newsletter publishes information on current trends and issues, research, resources, and other information concerning individuals with disabilities. The newsletter is geared for a diverse readership and it involves programs and agencies at the local, state, national, and international levels.

Latest Developments
University of Massachusetts - Amherst
Amherst Mass 01003

This newsletter is published four times a year and is published by the Association on Handicapped Student Service Programs in Postsecondary Education.

The LD Transition Project Newsletter
The LD transition Project
University of Minnesota -- General College
106 Nicholson Hall
Minneapolis MN 55455

This newsletter is published once a year. It is designed to assist high school juniors and seniors with learning disabilities in developing appropriate vocational skills and social skills when looking for a postsecondary educational experience.

Missouri LINC
University of Missouri at Columbia
401 E. Stewart Road
Columbia MO 65211

This newsletter provides articles and information about resources, legislative updates, conferences and personnel development announcements, and successful programs and practices in Missouri.

NARIC Quarterly
8455 Colesville Road, Suite 935
Silver Springs MD 20910-3319

This newsletter is published quarterly. It contains information on projects that have been funded by the National Institute on Disability and Rehabilitation Research.

National Networker
National Network of Learning Disabled Adults
808 N. 82nd Street, Suite F-2
Scottsdale AZ 85257

This newsletter is published quarterly. Its articles focus on legislative updates, conference and workshop information, and resources having to do with adults with learning disabilities.

NICHCY News Digest
National Information Center for Children and Youth wit Disabilities
P.O. Box 1492
Washington DC 20013-1492

This digest is published three times a year. It is a compilation of articles on current research and relevant program information on the transition process.

NISH Newsletter
2235 Cedar Lane
Vienna VA 22182

This newsletter is published monthly and is sponsored by the National Industries for the Severely Handicapped. It contains articles, news items resources, and announcements of employment opportunities for persons with severe disabilities.

OERI Bulletin
OSIERS
Department of Education
330 C Street, SW
Washington DC 20202-2524

This newsletter is published through the Office of Educational Research and Improvement and contains information on education research, practice, statistics, and important events.

OSERS News in Print
Office of Special Education and Rehabilitative Services
Switzer Building, Room 3018
330 C, Street, S.
Washington DC 20202

This newsletter focuses on federal activities and legislation issues that affect individuals with disabilities.

Pacesetter
PACER (Parent Advocacy Coalition for Educational Rights) Center
4826 Chicago Avenue, South
Minneapolis MN 55417-1055

This newsletter is published three times a year. It contains information designed to educate parents and other interested persons about issues and programs concerning children and adolescents with disabilities.

PIP (Partners in Publishing)
Partners in Publishing
1419 W. First Street
Tulsa OK 74127

This newsletter was designed for individuals with disabilities who are interested in going on to college after high school.

Postsecondary LD Network News
University of Connecticut
Pappanikou Center on Special Education and Rehabilitation
U-64, 249 Glenbrook Road
Storrs CT 06269-2064

This newsletter is published three times a year. It was designed to serve as a means for sharing information, opinions, and resources for postsecondary students with a learning disability.

REPORT
National Organization on Disability (NOD)
910 Sixteenth Street, NW
Washington DC 20006

This newsletter contains information on advocacy and legislative issues concerning persons with disabilities. Topics include education, health insurance, health care, housing, employment, and recreation.

Report on the Education of the Disadvantaged
Business Publishers
951 Pershing Drive
Silver Springs MD 20910-4464

This newsletter is published biweekly. It contains information on Chapter 1, Chapter 2, vocational education, and other federally funded programs for disadvantaged children.

RRTC
Virginia Commonwealth University
1314 W. Main Street
VCU Box 2011
Richmond Va 23284-2011

This is published by the Rehabilitation Research and Training Center and contains articles and information on supported employment for persons with developmental and other severe disabilities.

School Law News
Capitol Publications
1101 King Street
P.O. Box 1453
Alexandria VA 22313-1453

This newsletter is published biweekly. It contains information on legal actions that set or upheld precedents. It also covers topics such as desegregation, special education, AIDS, and more. It was designed to serve as a briefing for administrators and their legal advisors on significant developments in education litigation.

Special Educator Reporter
Capitol Publications Inc.
1101 King Street
P.O. Box 1453
Alexandria VA 22313-1453

This newsletter is published biweekly and covers information on federal legislation, regulations, programs, and funding issues for the education of persons with disabilities.

State Education Leader
Education Commission of the States
Distribution Center
707 17th Street, Suite 2700
Denver CO 80202-3427

This newsletter is published quarterly. It presents information on educational issues, restructuring schools, higher literacy skills, minority achievement, and youth at risk.

Supported Employment InfoLines
Training Resource Network
20 Beech Street
Keene NH 03431

This newsletter is geared towards job coaches, administrators, and families. It contains information on strategies, solutions, and concise training with regard to job placement and support for persons with disabilities.

TASPP BRIEF
TASPP
National Center for Research in Vocational Education
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign IL 61820

This newsletter contains information on the latest research, newest resources, and exemplary programs for persons with disabilities.

TASPP BULLETIN
TASPP
National Center for Research in Vocational Education
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign IL 61820

This newsletter is published biannually. It contains information and articles on how to serve individuals with disabilities in the area of vocational education.

TECH PREP ADVOCATE
P.O. Box 439
St. Augustine FL 32085-0439

This newsletter is published ten times per year. It contains information on agency successes, model programs, grants, and new state funding.

Transition Summary
National Information Center for Children and Youth with Disabilities (NICHCY)
Box 1492
Washington DC 20013
This newsletter is published once a year. It provides information that focuses on the transition of youth with special needs from school to work and school to community life.

Work America
National Alliance of Business
Attn: Marketing and Communications
1201 New York Avenue, NW, Suite 700
Washington DC 20005-3917

This newsletter is published monthly. It contains information on employment, education and job training, retaining, equality, workplace literacy, and business/education partnerships.

Working Together for Impact
Vocational Education Resource System
California Institute on Human Services
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park CA 94928

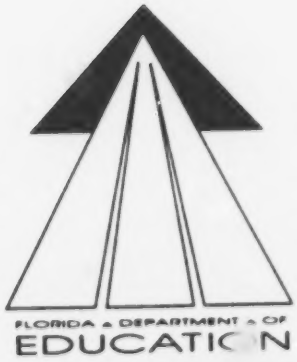
This newsletter was designed for vocational education teachers, administrators and counselors. It contains articles and information in successful practices for facilitating the integration of students with disabilities into the mainstream vocational education programs.

TOLL FREE TELEPHONE NUMBERS OF ORGANIZATIONS, RESOURCES, AND INFORMATION

TOLL-FREE NUMBERS OF ORGANIZATIONS, RESOURCES, AND INFORMATION

ABLEDATA		(800) 344-5405
ACCESS (National Committee for Citizens in Education)		(800) 638-9675
American Association on Mental Retardation		(800) 424-3688
American Council of the Blind		(800) 424-5463
American Foundation for the Blind		(800) 232-5463
American Paralysis Association		(800) 225-0292
American Paralysis Association Spinal Cord Injury Hotline		(800) 526-3456
American Paralysis Association Spinal Cord Injury Hotline	MD only	(800) 638-1733
American Speech Language Hearing Association		(800) 638-8255
American Vocational Association		(800) 826-9972
Architectural and Transportation Barriers Compliance Board		(800) 872-2253
Association for Retarded Citizens		(800) 433-5255
AT&T Special Needs Center		(800) 233-1222
AT&T Special Needs Center	(TDD)	(800) 833-3232
Captioned Films for the Deaf		(800) 237-6213
Cystic Fibrosis Foundation		(800) 344-4823
EdLINC		(800) 736-1405
Epilepsy Foundation of America		(800) 331-1000
Epilepsy Foundation of America Professional Library		(800) 332-4050
Equal Employment Opportunity Commission		(800) 872-3362
ERIC Clearinghouse on Adult, Career, and Vocational Education		(800) 848-4815
ERIC Clearinghouse on Rural Education and Small Schools		(800) 624-9120
ERIC Document Reproduction Service		(800) 443-3742
Estate Planning for the Disabled		(800) 448-1071
Federal Student Financial Aid Information		(800) 433-3243
The Foundation Center		(800) 424-9836
GED Information Hotline		(800) 626-9433
Hearing Helpline		(800) 327-9355
HEATH Resource Center		(800) 544-3284
IBM National Support for Persons with Disabilities		(800) 426-2133
IBM National Support for Persons with Disabilities	(TDD)	(800) 284-9482
Job Accommodations Network		(800) 526-7234
Job Opportunities for the Blind		(800) 638-7518
Juvenile Justice Clearinghouse		(800) 638-8736
Missouri LINC	MO only	(800) 392-0533
National AIDS Information Clearinghouse		(800) 342-2437
National AIDS Information Clearinghouse	Spanish	(800) 344-7432
National AIDS Information Clearinghouse	TDD	(800) 243-7889
National Alliance for the Mentally Ill		(800) 950-6264
National Alliance for Blind Students		(800) 424-8666
National Association for Hearing and Speech Action		(800) 638-8255
National Association of Rehabilitation Facilities		(800) 368-3513
National Captioning Institute, Inc.		(800) 533-9673
National Captioning Institute, Inc.	TDD	(800) 321-8337
National Center for Research in Vocational Education		(800) 762-4093
National Center for Youth with Disabilities		(800) 333-6293
National Clearinghouse for Bilingual Education		(800) 321-6223
Nat. Clearinghouse on Family Support and Children's Mental Health		(800) 628-1696
National Down Syndrome Congress		(800) 232-6372
National Drop Out Prevention Center	SC Only	(800) 868-3475
National Easter Seal Society		(800) 221-6827
National Head Injury Foundation		(800) 444-6443
National Information Center for Children and Youth with Disabilities		(800) 695-0285
National Information Center for Educational Media		(800) 468-3453

National Library for the Blind and Physically Handicapped		(800) 434-8567
National Multiple Sclerosis Society		(800) 227-3166
National Organization for Rare Disorders, Inc.		(800) 999-6673
National Organization on Disability (NOD)		(800) 248-2253
National Rehabilitation Information Center		(800) 346-2742
National Right to Work Legal Defense and Educational Foundation		(800) 336-3600
National Spinal Cord Injury Association		(800) 962-9629
Orton Dyslexia Society		(800) 222-3123
PACER Center	MN only	(800) 537-2237
Parent Educational Advocacy Training Center		(800) 869-6782
PRC Adjunct ERIC Clearinghouse for Chapter 1 Materials		(800) 456-2380
Recording for the Blind (Book orders only)		(800) 221-4792
Social Security Administration		(800) 772-1213
Social Security Administration	TDD	(800) 325-0778
Spina Bifida Hotline		(800) 621-3141
United Cerebral Palsy Association		(800) 872-5827
U.S. Department of Education Information Office		(800) 424-1616
Vocational Research Institute		(800) 874-5387



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